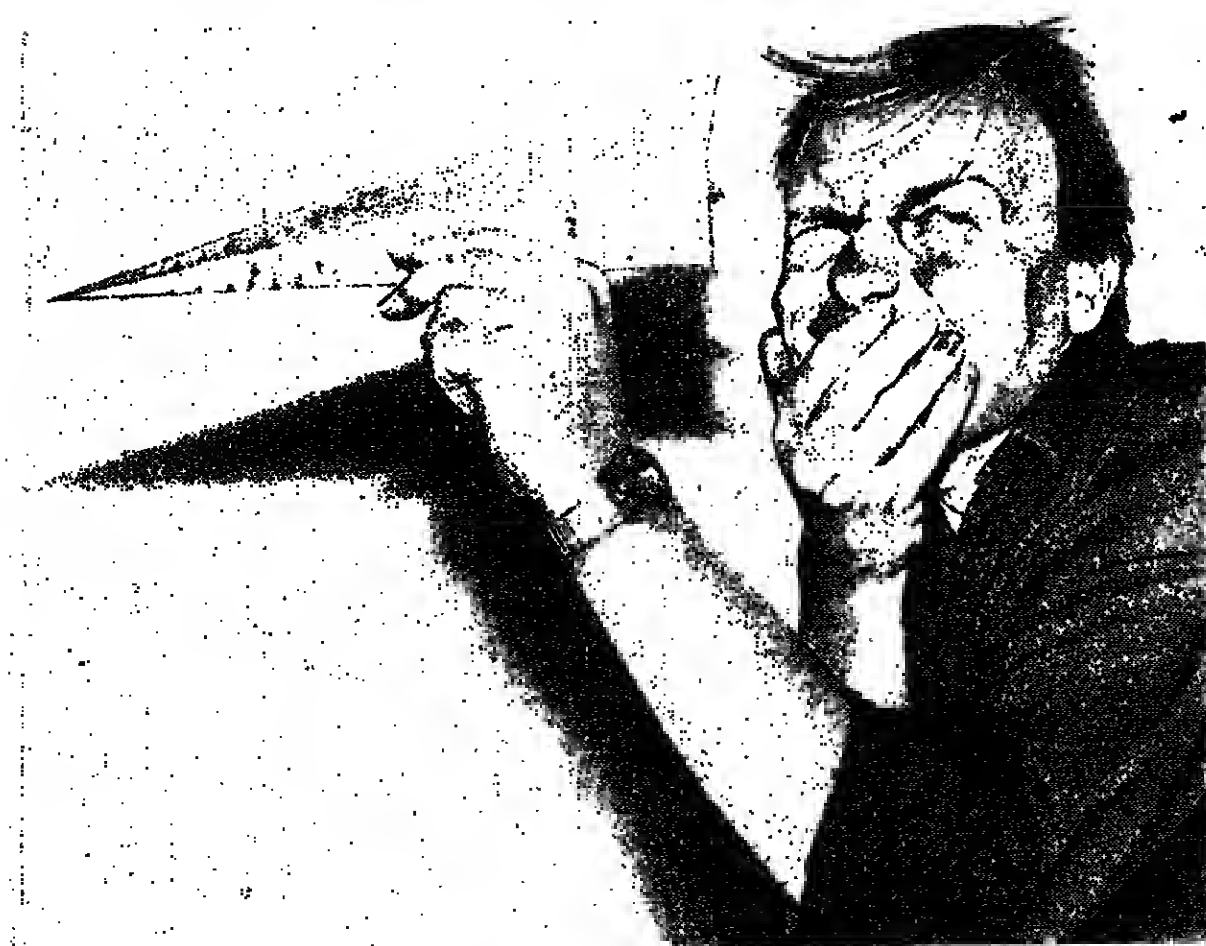


Headmaster's Diary

Part two: advanced administration methods begin to have an effect on Candlewick Comprehensive



I believe Cecil Stonejaw has applied for one or two deputy headships.

The end of my first week at Candlewick Comprehensive! The staff are showing an enthusiastic response to my new methods. Arnold Bogwin, the first deputy, says that 48 staff have signed up to sit on the committee to consider my suggestions for a new procedure in assembly. Really, I only wanted to change round the order of notices, but it's gratifying that the spirit of co-operation is there.

The other deputy is Sybil Fordyce. She seems reluctant to give me the management team concept. I shall have to send her off on a course. My administrative load is increasing, now that I've ordered my secretary, Mrs Snodgrass, to bring me all the post and not keep holding it for me to deal with myself. My

predecessor, old Charnage, left her to write standard replies to most of the letters, including important country circulars on such interesting topics as the safety and fire regulations. I have ordered a dictating machine to help me cope with the extra burden.

This morning I went to a meeting at county hall to discuss the new monitoring system for English and mathematics. It looks as if Candlewick will be selected as a trial school for the tests—a signal honour! The CEO took me aside during coffee, and said he thought my interest in management techniques would ensure I would organise it efficiently. I am proud to play my part in developing these valuable new initiatives. As I left, Smithson of Bogloshorpe Compre-

hensive—just down the road from us—said, "Well, Or Snelleroff, I suppose you've agreed to be the guinea pig school for this new paper?" I do not know how he could have found out. I am sure he is just a bit envious.

This afternoon the resource centre at last turned out all the new questionnaires I have designed for staff—the Personnel Role Assessment, Tabulation, or FRAT, for short. This seems a convenient succinct abbreviation, and Arnold Bogwin was plainly delighted when I suggested it. I made Mrs Snodgrass drop everything and put them in the staff pigeonholes straight away. They should provide most valuable information.

Had a phone call from Rona, who said the secretary of the Wipo-

makers' Circle had called round to ask me to go on the committee. I'm so glad I kept back a bottle of the 1976 punch when we moved. I gave her two after supper tonight. It will make a cosy evening—I do hope she's not off in another play-group coffee session.

I'm getting to know more of the staff. The head of history, Mr Stonejaw, keeps on to me about a history across the curriculum. I've asked him to put his ideas on paper—the HMCs are always very keen on that. I believe he's applied for one or two deputy headships. I shall ask Sybil Fordyce to expand the staff library, so that they can keep up with developments. All they seem to have is the Newson report and the Good Book Guide.

After school I decided to stroll across to the staff room and make myself available for informal chat. There seemed to be a great deal of laughter going on, and as I opened the door I noticed just in time to miss a paper aeroplane thrown by Cecil Stonejaw. I gave a light laugh myself, and went to pick it up and sportingly throw it back. But he rushed across to get it, and for a moment I thought it had been made from one of the new questionnaire sheets which all the staff had in their hands. But I think I must have been mistaken.

A visit this morning from Rollo Savalov, the assistant education officer in charge of the new county tests for English and mathematics. Delighted to learn that we shall be the first school in the county to try them out. I brought Arnold Bogwin, the first deputy, in on it so that he could hear the details. Arnold asked what the purpose of it was, which seemed to me a superfluous question when we all know how important these schemes are. Rollo gave a superbly articulate answer, as I had expected, and pointed out that schools with low scores would get the benefit of special advisory help and extra resources. At this Arnold asked, "What are the benefits for schools with high scores, then?" I intervened and explained to Arnold that it all helped to make schools more accountable. Rollo seemed pleased that I had cottoned on so well, but left immediately. I feel sure he will put in a good word for us at the office.

After lunch the new dictating machine arrived. I was just helping Mrs Snodgrass put the plug on when there was a tap at the window and Councillor Diapickle, the chairman of governors, looked through. He runs the Greenfinger Garden Centre in Candlewick. I was busy on my desk by the time he came round. "Just passing," he said. "I've dropped a load of old marmoset lulls round by the pavilion. Get the caretaker to stick 'em in the borders." I started to explain that caretakers do not do these things, but he went off and I was annoyed to see a row of delinquent fourth-

years lined up in the hall, and I could hear Arnold shouting at someone in the medical room. It does give a bad impression to visitors, but I think I did not seem to notice. And don't forget, he added in a loud voice, "any time you want to do a spot of rewiring, you can do my greenhouses. Seven and a half, cash. Beats this racket, any day of the week."

As I went back into the office I had to tell the caretakers to stop the silly games from their faces. Rona wanted the car to take our seven-year-old daughter Vicky to her date class, so I was packing up to go when I heard shouts from the office next door, followed by the entry of Mrs Snodgrass with the caretaker. It appeared she had asked Nicks to finish wiring up the plug on the dictating machine. Nicks had said it was not his job to install electrical equipment. I knew Nicks was in a bad temper, ever since I found him last week eating lunch with the caretaker staff, and told the supervisor he would have to pay. There had been a special county circular about this, so I had, of course, no alternative.

I took a firm line with Nicks and told him I would settle the dispute by wiring up the plug myself. "Quite so, doctor, as the case may be," said Nicks, who is some kind of official in the union. "But would you, or would you not, with all respect, agree with the principle I have administered? What is your decision with regard to the line being drawn?" I told him I had no time to bandy words over such a trivial matter, since I had another meeting to go to. Rona gets very annoyed if the car is late.

As I was going, Nicks said, "And by the way, doctor, I found a lot of rotting bulbs beside the cricket pavilion. I checked them in the environmental science pond. You can count on my support for your anti-litter campaign!" Nicks has an irritating manner, and I have been feeling Councillor Diapickle's want to check up on his old bulbs. I drove off in a bad temper, and arrived late after all. But it didn't matter, since the obnoxious teacher had left.

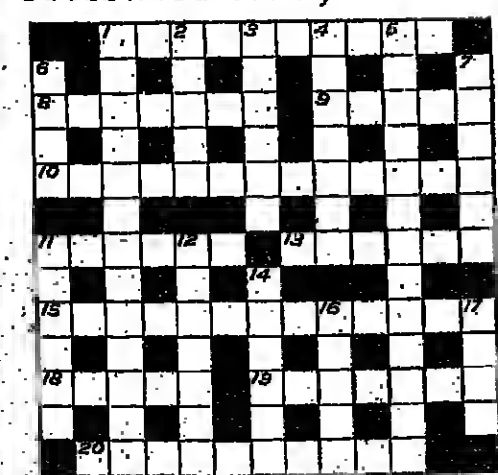
Next week: the revised procedure for assembly announcements has a trial run.

Next week

David Mitchell traces the history of the Jesuits' involvement in education. He looks at the Jesuits' involvement in education. He looks at the Jesuits' involvement in education. He looks at the Jesuits' involvement in education.

The Secret Constitution.

Crossword No 1,199



Across

- 1 Pursuit by vows (10).
- 8 Burgundy, thirst quencher (7).
- 9 Such elements would be the A B C of (6).
- 10 Tree for the rejected lover of Patience (7, 5).
- 11 Lay low in the house (6).
- 13 Musically it's usually tops (6).
- 15 Lent the morning after (6, 7).
- 18 Flood alternative for a royal consultation (7).
- 19 Am upset about the ballet (7).
- 20 It's short job to see that information gets round (10).

Down

- 1 Hot or cold, yet potted nine days ago (5, 8).

Harry Golombek

THE TIMES Educational Supplement

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Retraining scheme runs out of cash

Money to finance the Government's special scheme to attract people to train as maths and science teachers has been used up. Applicants are now being refused the incentive grants for the scheme which was advertised nationally as a special measure to fill the shortage subject teaching vacancies in secondary schools. The lack of any more cash is hitting mature people wanting to enter the teaching profession. Serving teachers wishing to retrain have so far all been accommodated. Sarah Bayliss reports.

Potential teachers rejected

At least 60 mature people keen to train or retrain as teachers of shortage subjects, including maths and science, have been turned away from the Government's national funded scheme because cash for grants has been used up.

The scheme, which provides a basic grant of £63 a week to graduates and others who are qualified and aged over 28 for studying a postgraduate certificate of education course has allocated more money and more awards for this autumn than in its four years of existence.

It was set up in 1977 by the Labour government and this year the scheme has allocated £1.6m in grants and awards. Last year it was a much lower take up of funds with only 480 being filled. 20 and 640 awards were granted in the previous two years respectively.

News that the scheme administered by the Manpower Services Commission together with the Local Government Training Board—has been run out of money by demand for grants just one week after the DES confirmed its intention to give a £100 tax free bonus to students of maths, science, craft and technology who are willing to teach after they have qualified.

The plan, which would be implemented in the earliest in late 1980, would cost about £1m for up to 1,000 students.

A spokesman from the DES, said: "We are sorry that we cannot offer a reward to those who have been so successful in their studies. We are sorry that we cannot offer a reward to those who have been so successful in their studies. We are sorry that we cannot offer a reward to those who have been so successful in their studies."

The training board has been able to grant 400 awards to people like Mrs Latham, including many people with experience in industry. The remaining 250 awards, known as "recruitment grants" will be paid to teachers being seconded by their local authorities in train in shortage subjects. Such people receive a grant roughly equivalent to their salary, and averaging about £7,000.

Lady Young, junior education minister, recently said that there were 1600 vacancies in shortage subjects in secondary schools.

Military' prizes under fire

Richard Garner

Headmaster's attempt to award prizes to three soldiers who during active service by dedicating school prizes to them has been criticised.

Headmaster, Mr W. H. Strachan, of North Yorkshire education authority three prize funds of £100 each to commemorate three soldiers—brother who had died in service.

The prizes—to be offered to the three soldiers—was a controversial move, although I think there may have been no or two people against it at the education committee.



We are not amused: one small resident of Berhush, Croydon, Surrey, takes reluctant charge of the "Superheroic Film Bus" at Croydon airport. The 20-year-old double-decker was custom built as a play centre by British Caledonian Airways engineers and donated to Croydon Borough Council by the Girl Guides Association, who bought and refurbished it. The bus, which contains a kitchen, toilet and playhouse, will be used as a playcentre for over five in the area.

Traders ban school sale of uniforms

by Bob Doe

Schools in Mid Glamorgan have been told to stop selling uniforms direct to pupils after complaints of unfair competition from local traders.

The education authority has received several complaints from local school suppliers that schools are selling uniforms direct to pupils at inflated prices using the "moral blackmail" that this helped school funds.

Mr Philip Squire, education committee chairman, said schools were operating outside the local rules on the supply of "distinctive clothing". Those rules were designed to ensure parents were not at the mercy of a single supplier.

Parent-teacher associations in some schools were selling uniforms and "exploiting parents", he said. In one case a school sweater was being sold at £3 more than it could be bought in local shops.

The authority is sending out circulars to schools to ensure that this did not continue, though Mr Squire admits that only schools may have to be run down. "It is in both the interests of the parents' interest to prevent this exploitation," he said.

The traders complained that they were being left with large stocks on their hands and that one school had even changed its uniform without telling them. Questions have also been asked about the legality of what the schools were doing.

School tuckshops have also been clamped down on in Mid Glamorgan to preserve the jobs of dinner ladies. After school dinner prices went up, local shops and school tuckshops started to do well, while the demand for school lunches fell away. School tuckshops may not now open until after lunch.

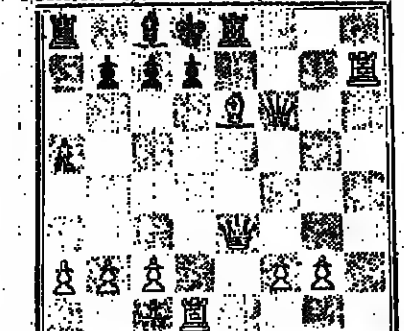
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Chess

Weakening the King-side. There are some openings for White, and some defences for Black, that go all out for the attack but of necessity involve the risky process of weakening the King-side. Such openings and such defences are not for the weak in spirit but demand vigorous conducting of the attack or counter-attack. These lines may bring in rich rewards but, to borrow a phrase from this Book Exchange, they are not for widows or orphans.

If you feel both to take such dangerous paths, by all means play them quietly and choose a safe method. In so doing it is true you will never see the Times on fire; Position after 22... R-K1



but in fact settling things, especially great rivers, are fire sounds to me to be terribly and fearfully dangerous. The sort of openings and defences that do incur such risks can be very easily and clearly defined. They are lines that involve leaving the King for a long time in the centre; they usually neglect the development of the Queen-side pieces in favour of a full and speedy development of those on the King-side and they are lines that above all result in pawn weaknesses on the King-side. The King's Gambit is a good example of what I mean; for White that is, for Black the Dutch Defence is a perfect example of the risky counter-attack.

A characteristic example of the latter is the following game, which was played in the Second Richard Reel Memorial tournament at Trnava in Slovakia, in 1980.

White: R. Knazak, Black: L. Pruculic. QP Dutch Defence.

(a) A new move, played so as to weaken Black's Kingside pawn structure. The usual move is 7... N-KB3.

(b) 8... BxP; 9 O-O also yields three or four such risks, can be very easily and clearly defined. They are lines that involve leaving the King for a long time in the centre; they usually neglect the development of the Queen-side pieces in favour of a full and speedy development of those on the King-side and they are lines that above all result in pawn weaknesses on the King-side. The King's Gambit is a good example of what I mean; for White that is, for Black the Dutch Defence is a perfect example of the risky counter-attack.

(c) A waste of a move, but his position is no better after 12... R-N3; 13 B-N5, P-QB3; 14 B-B6.

(d) A trap, since if now 5 QxP, R-R1; 16 QxP ch, QxQ; 17 PxQ, R-R2 and Black wins.

(e) 16... QxQ ch would have kept the game going longer for Black, but would have left him with a lost ending after 17 RxQ, PxP; 18 BxP ch.

(f) Threatening 18 R-R6, K-B2; 19 R(Q1)-R1.

(g) 19... RxB loses at once by 20 R-R8 ch.

(h) In reply to 22... P-Q3, White intended playing 23 RxP ch, PxR; 24 Q-N6 ch, K-R1; 25 Q-N5 ch, K-Q1; 26 R-Q7 ch, K-K1; 27 Q-R5 ch, K-B2; 28 R-R, QxR; 29 R-R7 ch, K-Q1; 30 Q-R4 ch, with mate to follow.

(i) 26... Q-R8 ch; 27 R-Q1 dis ch would have been a fitting and beautiful end to the game.

Harry Golombek

Richard Garner reports on plans to change the mechanics of teachers' pay talks

Package deal would scrap arbitration

Planned changes in the way teachers' pay is negotiated will almost certainly lead to the right to arbitration being scrapped.

The announcement made in the Commons by Mr Mark Carlisle, the Education Secretary, that he was discussing the repeal or amendment of the Remuneration of Teachers Act and his talk of the "combined package" of the Government and local authorities that pay and conditions should be discussed together is expected to pave the way for new legislation in the autumn.

The package to be presented to Parliament is bound to include two features—an end to compulsory arbitration at the end of the road in pay negotiations and firm measures establishing a forum which will discuss both pay and conditions.

At present, if one side declares deadlock and requests arbitration, the independent chairman of the Remuneration Committee, which negotiates pay, must refer the matter to a deadlock. In practice, he always does.

There will be stumbling blocks before a formula can be produced, though. At present, the local authorities and the Department of Education are at loggerheads over the powers the DES should have.

The three sides (the DES, the local education authorities and the teachers' organizations) are unlikely to shed any years over the demise of the arbitration regulations. There may be a call for a less binding reference to arbitration in any new rules from some teachers' leaders, though.

Mr John Horrell, the leader of the management panel on the Burnham committee, which negotiates teachers' pay, said: "Arbitration is a very easy alternative. It's always at the back of teachers' minds—how

much can they get if they go to arbitration. Both sides are always wondering what would happen at arbitration. We are not in a true bargaining position. If we agree to move at all, it can be quoted. The local authorities believe arbitration settlements have pushed up salaries to a level they cannot afford."

Mr Doug McAvoy, the deputy general secretary of the National Union of Teachers, said: "The NUT is opposed to compulsory arbitration on the grounds that it tends to stultify any real negotiations because of the compulsory nature of the arbitration. There is a reluctance on the part of the employers to get into negotiations or improve their offer."

The NUT has a majority on the teachers' panel of the Burnham committee and therefore its view will carry the day.

Both the National Association of Head Teachers and the Assistant Masters and Mistresses Association believe its removal will lead to more industrial action in schools.

Mr David Hart, general secretary of NAST, said: "I would argue that there would have been much more industrial action in the last five years if there had been no arbitration provision."

During the 15 years since the Remuneration of Teachers Act, teachers' pay claims have gone to arbitration six times and there has been one further referral on the question of London allowances. In addition, government pay policies have determined five further settlements and there have been the Haringey and Clegg reports on teachers' pay.

Some union leaders argue that it do away with arbitration at a time when the Government has just abolished the Clegg Commission—

the only means for determining comparable pay awards for public sector workers—could undermine teachers' pay as the whole, they often lose out because of their lack of industrial muscle during times of free collective bargaining.

On the question of discussing pay and conditions together, the teachers' organizations at present have an open mind. All they insist on is that they are consulted about any package being prepared at the DES.

Mr McAvoy said: "There are two possible options—one for an amendment to the Remuneration of Teachers Act which would allow conditions of service to be remitted to the Burnham committee and the other would be the development of another committee which would eventually take over the salaries negotiations."

"Faced with these two options, I think that the union's preference would be to continue to have salaries and conditions of service negotiated separately but the national executive has recently kept the door open on them."

Behind the determination of the local authorities to get a new agreement on conditions of service is a desire to curb the effect of teachers' industrial sanctions—such as the banning of voluntary duties at times of disputes.

They have already produced a draft contract which would include teachers working a maximum of 205 days a year instead of the present 195 days in order to allow local authorities to require up to two weeks' in-service training and attendance at pre-term staff meetings.

In addition, they lay down a maximum teaching time of 27 hours a week with at least two and a half hours a week set aside for

marking and preparation and a maximum of seven and a half hours a week for other duties such as supervising at parents' evenings.

So far the teachers have not given an official response to the suggestions although they are preparing their own formal written submission to the working party set up by the Council of Local Education Authorities' schoolteachers' committee to discuss the proposed new agreement.

Further meetings are to take place next month with a view to submitting a report to CLEA/ST in the autumn.

The teachers are anxious to secure a mandatory agreement which would establish a procedure for consultation in the event of redeployment, school closures or reorganizations and this could form part of a trade-off for some of the items wanted by the local education authorities.

One of the difficulties facing the negotiators is a sharp difference of opinion over the role of the DES in any new set up. The local authorities and the teachers would be quite happy to remove the DES from the Burnham committee and would be against any DES presence during the conditions of service negotiations.

When Mr Carlisle made his announcement to the House of Commons last week, it was coupled with the confirmation that the Government was prepared to concede the arbitration award on the teachers' 1980/81 which would give a rise this year equivalent to 13.5 per cent on salary bills, with which very much like the strike which was because of the size of the arbitration award. In practice it looks as though it will be difficult to devise an agreed formula with this sole aim in mind.

Governors' dismissal 'unfair'

by Sarah Bayliss

A London borough council has been found guilty of maladministration for the way in which it dismissed three governors of a comprehensive after they refused to vote in favour of support for a school reorganization.

Narrowness School, the Local Education Authority, says that the Labour council of Haringey acted unfairly when it appointed three new governors to Creighton School before it had formally removed the three governors in question and before it had even wanted them to be removed.

The problem arose early last year when a strike by caretakers closed all the schools in Haringey.

On February 6, the governors of Creighton met to discuss the strike. A resolution was passed urging the education authority to negotiate with the unions so that the school could be reopened.

At the next meeting, the governors, particularly those taking exams, could be looked at. An addendum to that, stating that the governors should express support for the strike was put. However, three Labour Party members, Professor Leslie Brock, then chairman of the Haringey Council, and two other members, Mr and Mrs E. Haines, an educational psychologist and a parent, voted against it with the Conservatives and other unpled members, so that the motion was not carried.

At the next Labour group meeting, Mrs Julie Chapman, then chairman of Creighton governors and a councillor, reported that the Labour-nominated governors had failed to support local party policy. The group decided to sack them.

At the council's next meeting, Mrs Chapman reported that the governors were confirmed a week later although at no time was there a formal attempt to remove them from office.

Mrs Holmes, who reported the matter to the ombudsman, said that in May she received a letter from the school's headmistress, Mrs Molly Hattersley, expressing regret that she was no longer a governor. "This was the first she knew of the removal of the governors."

"It cannot be the intention of the ombudsman to appoint new governors before those who are to be removed have been removed from office," she concluded in the report.

Mrs Nikki Harrison, former chairman of Haringey education committee until this week, said she was surprised that she had been found guilty of maladministration. "I expected that we would be criticized for our inactivity."

Councillors have thought that the right procedure had followed but the ombudsman said that the governors' removal would be received by the school and general public as a disgrace which she now feared would not be removed.

An appeals procedure for new governors would probably be drawn up.

Many students unable to pinpoint France on map, research shows

by Hilary Wilce

Schoolchildren are taught so little about the world beyond Britain that many students going on to further education cannot mark France on a map, says a survey of 100 schools.

Mr Brian Chalkley, who teaches world studies at the Somerset College of Arts and Technology in Taunton, found recently that more than a quarter of his first year students could not mark France on a map of Europe, almost half could not place Paris on the map, and 9 out of 11 did not know where Bulgaria is.

An analysis of secondary school syllabuses, by Mr Chalkley, has shown that pupils are given few opportunities to explore the international dimensions of subjects they study in school.

The estimated 17,000 options offered under GCE, CSE, International Baccalaureate and the Scottish Certificate of Education examination syllabuses give students the chance to find out about the wider world even in subjects such as history, religious studies and politics, where the international dimension might be expected.

The best of a bad bunch of syllabuses, Mr Chalkley concludes, is the International Baccalaureate, which offers students the chance to study world history, contemporary world history, world studies, international economic organization, world population and global health problems.

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"Overall it is probably impossible for a student to complete the 18 syllabuses without becoming very aware of problems relating to international understanding."

But the examination syllabuses followed by most schoolchildren in Britain have a purely developed international dimension. History GCE syllabuses are dominated by British and European history, and of the 39 A level religious studies options offered by the various boards only two clearly relate to world religions other than Christianity.

The major European languages are well represented at O and A levels, but the literature of the country concerned is only well represented at A level. Sociology and general studies offer opportunities for international study with courses like European studies, but little opportunity has been taken to build in an international dimension to the political studies syllabuses.

Overall, CSE syllabuses appear to offer pupils more opportunities for international studies than do O and A levels. But Mr Chalkley concludes that more resources and better trained teachers are needed to promote development education in schools have been dealt with severely this year by the axing of the Education Development Fund under the Government's spending cuts. The fund was set up by the Overseas Development Administration to encourage teaching about development and had a planned level of expenditure of £5m.

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Welsh cricket 'stifled by poor facilities'

by Bert Lodge

Facilities for cricket in Welsh schools are either of a poor standard or non-existent, says a working party report on sport in Welsh schools.

Drawn up by the Sports Council for Wales and the Welsh Council for School Sports, the report advises schools' sporting associations to look for sponsorship, encourages schools in use facilities of local clubs and higher education colleges and recommends local authorities to pay teachers travelling expenses to inter-school matches.

It also suggests school canteens be open after school.

"The working party received a much evidence that cricket was suffering because of the lack of good facilities that special mention was felt necessary," says the report.

Local authorities had provided cricket squares in many of the schools built during the 20 years but they have difficulty in maintaining them at a high standard.

Well qualified groundsmen are difficult to find and often cannot be retained because the authority can only pay them the standard rate. Some groundsmen at industrial sports facilities are found an additional pay within the establishment and this enables them to receive a higher rate of pay.

The report recommends: "It is known however that this practice is growing and some members of the working party have evidence through press cuttings and personal observation that it is prevalent in some parts of Wales. The summer term is already very short and traditional summer games should occupy the whole of this time."

While advising schools' sports associations to look at the possibilities of sponsorship the report warns that the sponsored products must be acceptable "in the moral context of school sport—e.g. whisky or cigarettes are unacceptable."

Report of the Working Party on School Sports. Sports Council for Wales, National Sports Centre, Sophia Gardens, Cardiff.

Professor Peter Mittler of the Hester Adrian Research Institute at Manchester University, and an expert in the education of severely mentally handicapped children, said: "It is a tragedy that after four years of waiting for the committee to report, then two years of discussion and consultation with professionals and parents throughout the country, our hopes should be dashed by this wet and lukewarm response."

Mr Neil Kinnock, Labour's shadow education secretary, said his party would seek to "attend and change the Government's pale and half-hearted proposals" where legislation was introduced in the Commons. He hoped for the support of some Conservative MPs who were concerned with the needs of the disabled.

Professor Mittler said the response was deeply disappointing as it failed to allocate extra resources and left local authorities to make any changes.

The Government's White Paper responding to the Warnock report on special education has been attacked by the Labour Party as "half-hearted" and as "bitterly disappointing" by a leading special educationist.

Two Scottish teachers' training colleges will be closed, the Scottish Secretary, George Younger, has announced. Cuts at the other colleges of education in Scotland will also take place, bringing overall capacity down to 8,000 places—a drop of more than 3,000.

The announcement sparked an angry protest with the fear that the shutdown of the Hamilton and Caledonian Park, Falkirk, colleges could mean more than 100 lecturers' jobs being lost.

Mr Thomas Roe, Callendar Park principal, said the Government had promised "full consultations" before any decision was made and he described the news as the "destruction of educational assets without precedent in Scotland."

Mr Younger told the Commons that the cuts were needed because of a "substantial surplus capacity" in the system.

But Mr John Pollock, Educational Institute of Scotland director, said the closures would be a "very serious gap" in teacher training.

He said: "In view of the way the Government has been acting, it is no surprise to find the two closures are in Labour constituencies."

The previous Government had

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Welsh cricket is also taking a beating

The report acknowledges the debt to local clubs who often lend their grounds and even provide coaching. "But the school's need is for facilities of their own to enable them to teach the skills of the game and to play matches at all levels throughout the school. For this a well-maintained cricket square (artificial or grass) is the first essential."

One reason for cricket's lack of development is believed to be the playing of winter sports in the summer term. Responses to the questionnaire sent by the working party to the country's 255 secondary schools showed 132 schools claiming winter sports were not continued beyond Easter, while 32 schools admitted they were.

The report recommends: "It is known however that this practice is growing and some members of the working party have evidence through press cuttings and personal observation that it is prevalent in some parts of Wales. The summer term is already very short and traditional summer games should occupy the whole of this time."

While advising schools' sports associations to look at the possibilities of sponsorship the report warns that the sponsored products must be acceptable "in the moral context of school sport—e.g. whisky or cigarettes are unacceptable."

Report of the Working Party on School Sports. Sports Council for Wales, National Sports Centre, Sophia Gardens, Cardiff.

Professor Peter Mittler of the Hester Adrian Research Institute at Manchester University, and an expert in the education of severely mentally handicapped children, said: "It is a tragedy that after four years of waiting for the committee to report, then two years of discussion and consultation with professionals and parents throughout the country, our hopes should be dashed by this wet and lukewarm response."

Mr Neil Kinnock, Labour's shadow education secretary, said his party would seek to "attend and change the Government's pale and half-hearted proposals" where legislation was introduced in the Commons. He hoped for the support of some Conservative MPs who were concerned with the needs of the disabled.

Professor Mittler said the response was deeply disappointing as it failed to allocate extra resources and left local authorities to make any changes.

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Assisted places lifeline for music specialists

by Biddy Passmore

The Government's decision to use some of the Assisted Places Scheme money to help pupils at specialist music schools will be a lifeline to those no longer able to get grants to attend the schools because of local government cuts.

Mr Mark Carlisle, the Education Secretary, announced last Friday that pupils at three specialist schools—Chesham's School, Manchester, the Wella Cathedral School, Somerset, and the Purcell School, Harrow—would qualify for assistance from September 1981, when the Assisted Places Scheme starts. The grants will cover the majority—over 200—of Chesham's pupils but only about 50 at each of the other two schools, which are not as specialized.

Mr Carlisle is believed to have pushed hard for the new arrangements. The schools have been suffering in the past few years because most of their pupils are dependent on discretionary grants from their local authorities. But the squeeze on local spending has made these increasingly hard to get.

At Chesham, where 90 per cent of the pupils get grants from over 60 different local authorities, the intake last year and this year has suffered from "cutbacks". Several councils have written to the principal, Mr

John Vallins, saying that they would like to support talented pupils but simply cannot afford to pay the fees, which will be £4,000 a year from this September with an extra £750 for boarding.

This September, Mr Vallins told the TES: "We shall lose at least half a dozen pupils who, in my view and that of their parents, ought to be here."

Although the money for the grants—expected to be a modest sum—according to the DES will come out of the Assisted Places Scheme fund, it will be paid under quite separate regulations. Section 100 of the 1944 Education Act, under which help is already given to pupils at the Yehudi Menuhin School in Surrey, will probably be used.

The music schools' legal separation from the Assisted Places Scheme will enable the Government to assist musical pupils under the age of 11 and also to help with boarding fees—both excluded under the scheme.

The separate legal basis for the new grants will also come as a great relief to the schools, which are anxious to keep clear of a controversial political issue. The Labour Party has repeatedly said that it will and the Assisted Places Scheme as soon as it is in power.



Two of the 90 children drumming up enthusiasm for their ILEA Summer Education Project last Friday on the lawn of the Commonwealth Institute in Kensington, London. The procession marked the culmination of three weeks of games and learning about Commonwealth themes.

Schools Prom will feature more than 1000 musicians

Newly 1,000 young musicians are playing part in the Schools Prom in London from November 24 to 26.

The event, now in its sixth year, is to be held in the Royal Albert Hall, and involve contributions from 27 groups playing jazz and popular music as well as classical. They were chosen from young players who took part in the National Festival of Music for Youth.

The Schools Prom is sponsored jointly by The Times Educational Supplement, The Times and Commercial Union Assurance.

Domestic workers lose union recognition fight

Domestic workers at an independent school have finally lost a battle for union recognition in spite of a recommendation from the government-backed arbitration service ACAS, in their favour.

In a letter to the General and Municipal Workers' Union, Mrs E. D. Mansfield, bursar of the Royal Russell School in Coombe Road, Croydon, says governors of the school are not prepared to grant recognition "at this time."

The letter expresses doubts about the number of members the union has claimed at the school and says governors were "appalled at the

tone" of an open letter from the union to Mrs Margaret Thatcher which protested that the ACAS finding was not binding upon the school. It says this letter was sent after a meeting had been arranged to discuss the recognition issue although Ms Helen Rodie, recruitment officer for the GMMW, who has dealt with the dispute, says notification of the meeting arrived at the union's office three days after the letter had been sent to Mrs Thatcher.

She said this week that although it was still possible to go back to the central arbitration committee to ask them to reaffirm the recognition ruling and challenge the school's

action in the county court this might only give union members at the school "false hope."

No one at the school was available for comment next month when the bursar returns from holiday.

The ACAS report, which said that 20 of the 41 employees who replied to its questionnaire wanted their pay determined through the union by free collective bargaining, concluded: "In view of the degree of membership and support achieved by the union which was developed in adverse circumstances we believe that a firm basis exists among the staff for the introduction of free collective bargaining."

Direct line to vacancies

As 200,000 students receive their A level results today, more than 500 further education institutions (FEIs) are trying to help those who have failed their exams. They have been helped by a direct line to vacancies.

Called "a lifeline to those who have failed their A levels," the direct line to vacancies is a service provided by the FEI's. It is a free service which provides information on vacancies in further education and colleges. The FEI's also help with last minute applications for university places and also help with last minute applications for university places.

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Graduate trainees fall

The report, University Graduates 1979, says that whether the demand will be sustained during the present recession in most parts of the world and in the light of government financial policies remains to be seen.

Another significant finding is that women now account for 37 per cent of graduates compared with 30 per cent 10 years ago.

Figures show there were 6,543 people registered as unemployed and looking for jobs as teachers in June, this year, compared with 6,666 in June, last year.

Mr Mark Carlisle, the Education Secretary, said in the Commons that the number of unemployed teachers had fallen by 30 per cent since 1975/76 school year. A total of 9,236 were registered as unemployed last September.

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NEWS

Shortage only part of problem

Maths: those who know often cannot teach

by Bob Doe

Maths teachers who know their maths often do not know how to teach it, local authority advisers and inspectors have told the Government enquiring into school maths. In its evidence to the Cockcroft Committee, the National Association of Teachers in Mathematics (NATM) says that the shortage of trained maths teachers is much more serious than is widely recognized.

In many cities, more than half of the maths teachers have had no training in the subject and the position in the counties is "just as disturbing".

But the high proportion of non-specialists teaching the subject was not the whole problem. "Even specialists have an inadequate range of teaching methods,"

Many experienced maths teachers lacked close management skills,

especially in the context of oral work.

"Most regrettable", according to the association, is the neglect of teaching methods in some of the early course recently set up to train teachers for maths.

Shortage of money and the high cost of textbooks struck particularly at mathematics where books were in daily use at home as well as in school.

NATM admits that less time is spent in primary schools nowadays on computation because the primary curriculum has been broadened.

"Rather than seek to reverse this, we would prefer to see it recognized that basic skills may remain for the secondary schools to develop in as much as a third of each age group."

Further education colleges also should change their practices rather than complain about the mathematical inadequacies of their

Buckingham comes in from the cold

by Biddy Passmore

The University College at Buckingham, the university institution founded by Professor Max Belfrage in 1973 as an alternative to state-funded universities, has been given the Government's seal of approval.

Mr Mark Curllie, Education Secretary, announced in the House of Commons last Friday that Buckingham's students would qualify for mandatory grants from January 1983, the start of the college's next academic year. He was satisfied that the college had met the normal criteria for the designation of their courses for awards, he said.

However, the grants will only cover a maximum of £1,000 towards tuition fees—currently £2,600—expected to rise to £3,000 next January. Students will also be assisted with maintenance costs on a means-tested basis. The total cost to the public is expected to be about £250,000 a year.

This concession ends several years of cold rebuffs from the last Labour Government and cautious nods and winks from the Conservatives. It is largely due to the enthusiastic advocacy of Dr Rhodes Boyson, the minister responsible for higher education, and to the support of the Prime Minister himself, who opened the college.

Eligibility for grants will be restricted to British students, who account for about one-third of the total number of 370. Up till now, nearly all have had to pay their

own fees since only a handful of local authorities have been prepared to help out with discretionary grants.

However, this does not seem to have held home applications down. In January next year the proportion of new United Kingdom entrants is expected to rise by nearly half, bringing the overall proportion to between 35 and 40 per cent. The college attributes this success—despite high fees—to its good reputation.

Buckingham now looks set for a healthy future. Applications from overseas are also rising and its total enrolment should rise to 420 next January. A fund-raising campaign for further expansion has already brought in £400,000 and should make it possible for the college to admit as many as 550 students.

Even before last Friday's announcement, the college had already made some headway towards official acceptance. Its two-year licence has been recognized as equal to a three-year degree by professional bodies such as the Law Society and by most universities for post-graduate work. The removal of two remaining snags—refusal by the Civil Service and the Armed Forces to accept the licence as a degree equivalent for graduate entry schemes—is now under negotiation with the Civil Service Commission.

Civil service acceptance could be secured up by the granting of a Royal Charter to the college. Buckingham has so far been reluctant to apply for this since it had a proven academic and financial record. Now that it has been given the Government's seal of approval, it will go ahead and apply.

Meanwhile, a second private institution of higher education is opening its doors this autumn. A European Business School, also a flourishing concern in Paris and Frankfurt, is to admit its first British students in October.

The school, which is housed in City University buildings, will offer four-year undergraduate courses in business, French and German, including periods of work and study in France and Germany and practical experience in industry.

The school has already received more than 40 applications for its first intake of 12 to 15 students. Some are so well qualified that staff wonder what to do with them.

Fees are only £1,100 a year. Students will be expected to find their own accommodation. The first intake, the school hopes to provide two scholarships. It is also offering a bursary to students who are believed to be interested in helping intended students with fees in the future.

Starting with a handful of students, the British branch of the school hopes to expand rapidly. It is also planning to open a branch in Germany and France, which will also begin modestly, with 250 and 500 students on the rolls.

Keith wants non-statutory body to oversee degree courses

Finiston plan rejected

by Lord

The recommendation of the Education Committee on the education of engineers has been rejected by the House of Commons.

There does seem to be a readiness within the profession and among employers and academics to tackle widely perceived deficiencies in the present institutional arrangements for education and training of engineers, for the Government to facilitate the emergence of a focal point for the engineers, academics and employers to work within the existing institutions to remedy the deficiencies identified by Finiston.

The new body will not organize accreditation visits and assessments but will delegate these responsibilities to nominated institutions.

Strongest pressure on Sir Keith to reject the Finiston proposals came from the Engineering Fellowship, an elite of senior members of the professional institutions and an engineers' equivalent of the Royal Society.

But the profession was not unanimous in its opposition to Finiston. It was welcomed by the Institution of Electrical Engineers and by engineering unions affiliated to the TUC.

Written parliamentary answer said he had received many

representations that the proposed body, with all its members appointed by the Government, would have represented too much interference from the top in the affairs of the profession.

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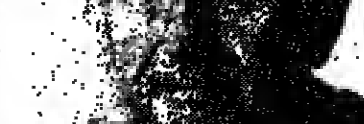
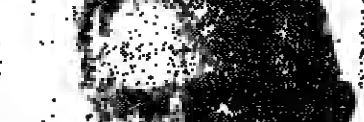
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School to work



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MSC spending on costly job centres at wrong time, says select committee

by Philip Venting

A parliamentary committee expressed doubts last week about the ability of the Youth Opportunities Programme to provide enough places and a sufficient range of opportunities for the rising number of young unemployed.

In its report on the Manpower Services Commission's expenditure plan for 1980 to 1984, the Commons select committee on employment criticized the MSC for spending money on expensive high street jobcentres when the MSC was faced with cuts in its services. It was more important for the commission to arrange training and work for the long-term unemployed—not one of the MSC's priorities—than modernize the employment service, the report says.

Though the MPs were worried whether YOP was capable of coping fully with rising youth unemployment, and about the job prospects of young people leaving the scheme, they welcomed the priority given it by the MSC. "In general

terms, the Youth Opportunities Programme is a credible, cost-effective and worthwhile programme."

The committee, under the chairmanship of Mr John Gillingham, a former junior employment minister, has not yet looked in detail at any of the MSC's programmes. The MPs have embarked on a long term inquiry into skill shortages, and whether employers are deterred from taking on apprentices by their relatively high rates of pay. In general they feel the commission's present approach to training, the retraining, skills programme for action, "with its heavy reliance on seeking change through persuasion, has not made any noticeable progress and frankly does not inspire confidence."

The report concludes that in the long term, the commission's most useful contribution may not be its special measures to alleviate unemployment but any influence it may have on reforming the country's training system.

First Report from the Employment Committee, House of Commons Paper 414, HMSO.

Poly graduates considered 'second rate' by employers

by Bob Doe

Employers look to university rather than polytechnic graduates for their future managers, even though they expect the working industry to know little or nothing about industry.

This is revealed in a survey of graduate employers carried out by three Swansea University psychologists—Mr Chris Bacon, Dr David Beeson and Dr Michael Grinberg—and reported in the latest edition of *The Vocational Aspect of Education*.

The employers thought university graduates more confident, "socially complete" and academically superior with more leadership and management potential.

They saw polytechnic students as more "vocationally orientated", more mature in outlook and more adaptable to an industrial environment.

None of the 100 employers

thought university graduates brought any insight into the practicalities of industry to the job, whereas over 40 per cent thought polytechnic graduates would.

But nearly 40 per cent saw university graduates as future managers, whereas only 10 per cent thought that number thought the same of polytechnic graduates.

The researchers say, "Perhaps the most surprising and worrying finding was the lack of importance given to vocational training by employers."

"The conclusion that the binary policy in higher education is failing to achieve some of the initial objectives is difficult to avoid."

It appears that polytechnics are viewed as producing second-rate graduates, both intellectually and socially, and a knowledge of industry is not felt to compensate.

Vocational Aspect of Education, Vol XXXI No 80.

Euro-survey supports the traditional family

by Hilary Wilce

Two European parents out of three think they do not spend enough time with their children.

A survey of attitudes towards the family and children conducted in the nine countries of the European Economic Community reveals a surprisingly high level of regard for traditional family life.

Two-thirds of the almost 9,000 people polled thought that parent-child relationships were the most important in the family, and two-thirds believed that having children showed a faith in the future. Sixty-five per cent believed it was a pity that today's children tend to have less contact with their grandparents than had previous generations of children.

Parents favour the idea of a shorter working day as the best means of making more family time, although flexible schemes and parental leave arrangements are also favoured.

The most immediate worries of European families concern housing and money. After that, they worry about child care arrangements, the differences between school and working hours, and the lack of parks and leisure facilities—more than half those polled believe that society does not take enough account of children's needs.

Available child care provision rarely meets up with what parents want. Although many want to work, a large number of parents in the Community are content to stay at home.

West German parents prefer nurseries, but often have a part-time person at home, while in France most parents use registered child minders although they would prefer to have a part-time person at home.

Fifty per cent of United Kingdom parents said they preferred day nurseries to other kinds of child care.

The survey was published by the Commission of the European Communities, Rue de la Loi 200, 1049 Brussels.

Car care 'shock' for offenders

by Diane Spencer

Young law breakers should be sentenced to learn motor car maintenance or the three Rs, instead of being given short sharp shocks, say the National Association for the Care and Resettlement of Offenders in a report published this week.

"Community" alternatives for young offenders, described as the work of a NACRO team which has been working with seven local authorities for the past 18 months to develop alternatives to custody or residential care for young offenders.

During the past 10 years the number of juveniles sent to borstal or detention centres has risen rapidly: 818 were sent to borstal in 1968; in 1978, 2,117; 2,228 were sent to

detention centres in 1969; 6,303 in 1978.

Supervision orders have declined in number during that time—from 21,652 in 1969 to 17,005 in 1978.

The report says there is little evidence to suggest that sending more young offenders to these institutions reduces juvenile crime.

Seventy-five per cent of those who leave a NACRO centre and 85 per cent of those who left borstal in 1975 committed offences within two years.

NACRO's Community Alternatives for Young Offenders (CAYO) is funded by the Department of Health and Social Security, has recommended community service projects, day care schemes including literacy classes, or motor vehicle projects for car thieves.



Michaelston School: bought for £14,000

Cashing in on a buyer's market

by Sandra Hempel

Unemployed teacher Mrs Veronica Griffiths has given up the search for a job and bought herself a school instead. She will run it as a free pricing concern for junior pupils.

Mrs Griffiths, who has been looking for a teaching job for three years since she moved to Cornwall, bought the one-room Michaelston school in Camelford at an auction for £14,000. It was closed earlier this year by the local education authority after the roll had dropped to eight children. Mrs Griffiths plans to reopen the school in the New Year and is currently applying.

"I thought originally that I would concentrate on getting pupils from the immediate neighbourhood but I have had inquiries from parents living up to 14 miles away," she said.

Because of the amount of support and interest she may well revise her plan to run a nursery school and include children up to seven years old.

Fees are yet to be decided. "Mrs Griffiths' project will



Mrs Griffiths: self employed

Lords hope to amend Bill's funding plan

by Sarah Bayliss

The House of Lords will vote three weeks earlier than usual on the Education Bill, the Government has announced.

Amendments to the bill—particularly to the most controversial finance clauses—will be tabled before they return on October 6.

The strength of feeling against the proposed block grant system has prompted local government associations to these clauses of success.

Viscount Ridley said there was much in this long Bill which was welcomed, but he did not think a new block grant would prove a better or less complex than the existing system. It would inevitably lead to the power of central government.

Baroness Stedman for the Opposition, described the Bill as "outrageous, ill-conceived and dangerous" representing a fundamental change in the relationship between central and local government.

Lord Bellwin, Under-Secretary of State for the Environment, said the second reading debate on the block grant would be a "very important" one.

He said it did not mean cashing in on a buyer's market, as the Government's statutory ceiling on rate-increase was still in force.

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Further education cuts of £11.8 million hit N. Ireland Funds transferred to industry

by Paul McGill

All but one of the dozen or so new building projects in Northern Ireland have been shelved because of a further cut of £11.8 million in the Department of Education's £465m budget on top of the £9.3m already cut. A new special school in Belfast has been given the go-ahead, however.

The savings are part of the Government's strategy of transferring funds from health, education and housing to industry and energy, with a financial boost from the exchequer. Ministers claim that this will help to maintain and create jobs.

The announcement was met with scepticism. Mr Michael Murphy, chief officer of the Western Education and Library Board, said after a meeting with Lord Elton, the Under Secretary of State for Education, that the cut of £1.6 million in boards' capital budgets and £4.6 million in recurrent spending would cause more redundancies especially among ancillary staff. He promised the boards would do their best to keep job losses to a minimum.

Government spending cuts have already caused redundancies in the education service. Last month the

Southern Board announced that 90 school meals staff are to lose their jobs and the North Eastern Board was told at its recent meeting that 110 school kitchen workers will lose their jobs in its area.

Lord Elton agreed the savings would not be easy to find and some cherished schemes would have to be abandoned or at least postponed. "But the money will help to keep a great many people off the dole in the short term and it will help to put a great many more into jobs soon after."

The Department of Education said that teachers were the most costly item in the education budget, but also the most important resource in improving and maintaining standards.

"Lord Elton will not, therefore, seek to save money by reducing the number of teachers although some marginal savings will be proposed in the arrangements for substitute teachers," he said. However, this does not change the Government's existing policy to make over 1,000 teachers redundant over the next five years.

The Minister said this need to protect "the basic education provision in schools" meant that

bodies outside the schools must be asked to contribute to a greater extent "in some cases with difficulty to them". The cut for this area—things like higher, further and teacher education—is 15.6 million.

Leaders in the education world rejected the idea that the cuts could be made without hitting pupils. Margaret McGregor, the president of the association of education and library boards, said the reduction was "absolutely appalling. I don't know how we're going to exist or how we're going to keep these cuts out of the classroom."

Mr Oliver Fields, the chairman of the Irish National Teachers' Organization, said the cuts were obviously going to affect the teacher at the chalk-face.

He was supported by Mr Tom McKee, the full-time official of the National Association of Schoolmasters/Union of Women Teachers, who argued that "this further assault on education makes absolute nonsense of the Government's claim to maintain and promote educational standards". The recent Moriarty report on social priority schools showed that more spending was needed, not less, he said.

I level exams get cool reception

New sixth form exams to supplement "A" levels have had a cool reception from polytechnic teachers.

As well as the one-year Certificate of Extended Education for sixth formers with CSE's, the Schools Council has suggested a new intermediate or "A" level equivalent to half an "A" level for more able pupils who do not want to do "A" levels.

The Association of Polytechnic Teachers has told the council that it is not keen on either. Education

associated with employment was better than the CEE for most CSE pupils and the more able would be better off taking the Technician Education Council or Business Education Council (TEC and BEC) courses or their equivalent in art and design.

The association questions the value of the "A" level to potential employers and says "A" learning prospect for FE and HE would be the establishment of a line of equivalent entry qualifications for all of their courses."

Dyslexia group faces crisis over funds

by Sandra Hempel

The Dyslexia Institute is facing the threat of bankruptcy. The charity, which is currently helping 350 children through its network of private centres, is committed to opening new centres in Harrogate and Newcastle and to expanding its services in other towns in the coming year.

Rising rents, rates and salaries, however, mean that the institute, based in Staines, Middlesex, faces bankruptcy unless it can raise extra cash. It had planned to increase its specially trained teachers from 41 to 60 in 25 tuition centres.

Last year the institute raised £23,882 through donations and another £71,891 from tuition and other fees but after deductions for items such as salaries and administration, was left with a surplus of just £851. Running costs this year will be £100,000.

The institute, which was founded in 1972, sets up tuition centres where there is local demand. The Department of Education and Science does not recognize the condition of dyslexia or "word-blindness", and provision for children with learning difficulties varies greatly between local authorities. A few authorities pay the institute's £11 per week fees themselves for children diagnosed as dyslexic but most insist that their own remedial teachers are the most appropriate source of help.

Because of the current problems, requests are being refused for new local centres including recent calls from Lancashire and Essex and a special funds appeal is planned for October.

Local authorities would save money by using the institute's facilities, said Mrs Wendy Fisher, the institute's executive director. "It is cheaper for them to pay our fees than to set up their own remedial departments, which are often unsuited to the needs of dyslexic children."

Birmingham's education department has lifted a recent ban on children attending dyslexia classes in school hours. Following a meeting between education officers and dyslexia institute staff, the 18 children concerned will continue to receive special tuition at least for the next term. They will then be examined and their individual needs assessed.



Mrs Margaret Harrison, senior mistress, of St Helen's School, Bluntham, Cambridgeshire, climbed a 30ft high glass fibre rock at the Royal Tournament at Earl's Court, London recently.

Youth services threatened

Spending on youth services will be drastically cut this year, and existence of the service is under severe threat in some local authority areas.

These are two of the conclusions of a report by Youth Service Partners, a group of youth organizations which includes the National Youth Bureau.

Fifty-two local authorities out of the 73 that were surveyed, with the promise that they would not be named, planned to reduce their budgets for youth services during the current year.

The report says spending on youth services will be down by an average of 6.7 per cent during the year 1980-81, with statutory service spending down by 6.4 per cent and voluntary services by 8 per cent.

The average spending per head on young people aged between 11 and 20 was £10.44p per annum, or 20p per week, with the most authorities spending only £2.50p per annum, or 5p per week.

The most generous authorities (£15.72p per annum) spent 14p more per head on the service, but the report says the lack of agreed standards at present.

Local Authority Expenditure and the Youth Service 1979-80/1980-81.

Dons' pay: compromise reached on 17% deal

The Government and the universities have finally compromised on a 17 per cent pay deal for 1979. The settlement, which includes a 6 per cent interim increase which has been paid since April, will be paid in two stages from April 1, 1980 and October 1, 1980.

This is midway between the provisional agreement of 19.6 per cent reached between the universities and the lecturers in May and the 14.5 per cent put forward two weeks ago by the Government side, under pressure from the Treasury. Mr Laurie Sapper, General Secretary of the Association of University Teachers, said that it was "reasonable to end the circumstances".

The settlement agreed last Thursday will affect about 45,000 full-time academic staff. Professors and readers are expected to get rises of about 18 per cent, senior lecturers about 17 per cent and

lecturers at the bottom end of the scale about 15.5 per cent.

During the negotiations the university side is understood to have made a counter offer covering both 1979 and 1980, which would have involved a two-stage settlement of about the same size as the 17 per cent deal.

However, this was apparently "bypassed" at the final meeting last Thursday so that negotiations on a 1980 settlement are still in progress. These will probably start in earnest in September, when university lecturers return from their summer holidays.

Prospects for the 1980 settlement do not look good. Mrs Thatcher said to be determined to keep the public sector pay rise this year below 10 per cent and her government's opposition over the strengthened her resolve.

A hundred—in any language

The Association of Recognised English Language Schools has just enrolled its hundredth member.

ARELS estimates its membership is responsible for bringing 100,000 overseas students to Britain each year, earning £55m in tuition fees.

Science diary

John Maddox

Engineering the options

There will be disappointment among academics responsible for training engineers at the Government's response to the report of the Finlaison Committee, and more so for good reason. The danger is that the proposed British Engineering Authority will be too weak to be effective, but that while it is trying to make its way in the world other initiatives will be inhibited.

The Finlaison Committee, which reported earlier this year, is in an opinion partly responsible. In a sense, the committee had chosen to look through the wrong end of the telescope. Although it began by recognizing that British industry would be more prosperous if it made fuller use of British engineers, and that it could do so more effectively if British engineers were educated differently, it shied away from the educational problems that alone and instead recommended that there should be a strong autonomous body, called the British Engineering Authority, to validate university courses and to certify engineers.

At least for the past 20 years, educationists have been brooding about the question of how engineers should be taught, not merely in higher education and further education but in the schools. It seems to be agreed that there is something wrong with the traditional British pattern. So far, however, there is no agreement on what may be wrong and how the pattern should be changed.

Part of the confusion stems, it seems to me, from the implicit assumption that engineering is a profession comparable with that of, say, a veterinary practitioner. This leads to the conclusion that there should be some ideal course of education which all intending engineers could follow before entering their necessarily diverse specialized occupations.

The system may work for vets. It may work for course work for doctors, but the more or less common first degree course is increasingly regarded by specialist postgraduate students for those seeking to exercise their skills in fields as different as energy and psychiatry. In engineering, the circumstances in which the curriculum is developed and pursued are so very much more different from each other that the search for the ideal curriculum may be chimerical.

As such is plain from the way in which the curriculum is developed in industry, engineers are not merely people who have been formally trained in each but people from quite different backgrounds, physics for example.

The great expansion of the engineering industry in the past quarter of a century is entirely possible because of the formal education of engineers, of course, it may be argued. In civil engineering, for example, the chances are high that practitioners have been under a civil engineering degree at some university, that they have given only a nod of acquaintance with the basic engineering, or technical engineering, that the Faculty of skilled design which is its foundation has no contribution to make to the British economy. My suspicion is merely that asking young engineers to specialize early will have the effect of putting them in a straitjacket.

For all these reasons, I would prefer to see some more radical experiments in the pattern of higher education for engineers. First, it would be helpful if some university were to recognize that engineering education could be regarded as a postgraduate exercise accomplished by means of, say, two-year courses in core subjects. That would at least ensure that there are some British engineers whose feet



The conventional course: first-year engineering students at King's College, University of London

Grants Committee and given special help for just this purpose. The extra year for the high-flying students is intended to be taken up not just with engineering but with first-hand experience of the workplace and with a certain amount of instruction about labour relations, economics and the law.

It is too soon as yet to say how well these new courses are working although this is the pattern which the Finlaison Committee plumped for. The four-year course, the committee recommended, would lead to the degree of Master of Engineering, the three-year course to the Bachelor's degree.

Although, for the lucky minority, these four-year courses are probably an improvement on the traditional three-year course, it is hard to see that they will help to meet the need for diversity and flexibility among future generations of engineers. Indeed, there is a danger that those among these courses who are chartered members of the profession have opted instead for the more rapid advancement that university courses seem to offer. It is probably now too late to put the clock back to the days when an apprenticeship was the core of many young people's education, but there is something to be said for part-time university courses intended to help all who work in industry, not merely university graduates, to become professional engineers.

The trouble with all these schemes is that their virtues cannot be assessed in advance and that in any case all of them would make engineering education more expensive. Reform along these lines would also necessarily be slow. In the long run, however, British industry would be better served by a programme of carefully planned experiment like this than by an attempt to create a body such as that now proposed to bring uniformity to engineering education.

are firmly based in the underlying science of the profession. Such a scheme would have the advantage of providing outlets for many capable physics graduates who would otherwise find it hard to find employment.

This, however, is not the only alternative pattern. Why not, perhaps, at some other university, devise a basic engineering course in which the traditional but meaningless barriers between civil, mechanical and electrical engineering are abolished, allowing people to begin to specialize in some chosen field only towards the end of their educational careers.

Still other universities might think more radically still. One of the chief casualties of the growth of university engineering education in this past 20 years has been the phenomenon by which bright young people who might previously have begun as apprentices in British industry and worked their way up to be chartered members of the profession have opted instead for the more rapid advancement that university courses seem to offer. It is probably now too late to put the clock back to the days when an apprenticeship was the core of many young people's education, but there is something to be said for part-time university courses intended to help all who work in industry, not merely university graduates, to become professional engineers.

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Jobs or training to be made available to all under-24s

by Christopher Follett

COPENHAGEN
Denmark is about to launch a major new scheme to offer young people under 24 either a job, or further training or education.
The scheme, run by the Ministry of Education in cooperation with the Ministries of Labour and the Interior, is to be launched this autumn in two counties—Aarhus, in Jutland in the west of Denmark, and Storstrøm, in the south-east of the country.
Three thousand young people are expected to participate in the two pilot projects of what is known as the Youth Guarantee Scheme. In 1981 the scheme will be expanded with the ultimate aim of extending it throughout the country.
Unemployment in Denmark is running at 6 per cent. Almost a third of the 150,000 people out of work are under 25.
The scheme will be open to young people under 24 who are either school leavers or have had more than three months of unemployment. It is expected that 70 per cent of participants will be girls.

In other public institutions, if private jobs are not available.
A similar scheme, established in 1978 as part of a government package to ease unemployment, was open to young people aged 16 to 24. It provided a year with training and job prospects.
Figures from that scheme show that more than three quarters of the jobs acquired are in the private sector, but that two thirds of participants are involved in some form of training. The remaining third are actually in employment.
In 1980 the Danish Government will be spending £2m on the Youth Guarantee Scheme. Most of this money will go to local authorities to help them run the schemes, but about a fifth of the funds will be used to establish youth secretariats in the pilot regions, to set up extra training courses, and to plan and assess the scheme.
The Government has published details of the scheme in English. A Preliminary Note on experience with a Youth Guarantee Scheme is available from the International Relations Division, Ministry of Education, Copenhagen, Denmark.

The offers of training or employment are not compulsory, and are subject to normal rules governing acceptance for jobs or education. All jobs will be at union-approved levels of pay. Although the scheme is general, primarily towards employment, the private sector, local authorities will be expected to offer posts in their own administration or

Badge of dishonour

by David Dingworth

A political row has broken out in Bavaria over a small badge bearing the word "Stop Struass".
The badge has proved popular with West German teenagers who do not want to see the Christian Democrats/Christian Socialists win the October general election and the notorious Herr Franz Josef Strauss come to power as the new federal chancellor.



But in Bavaria, where the Christian Socialists are firmly in control, people have been seen wearing it in school, homes, backed by their local authorities, have invoked the Bavarian Ministry of Education's general regulations for schools which prohibit political activity on school premises.
They, in turn, have been criticized by the Bavarian Association of Social Democratic Lawyers, which claims such behaviour is unconstitutional.
The courts, it maintains, have ruled at the highest level that the decision to exclude a child from school can only be taken on legal grounds whereas the Ministry's regulations are merely administrative guidelines without the force of law. It also claims that the basic right of every citizen to be able to express his or her opinion freely must be protected in schools.

A threat to expel a schoolgirl in Regensburg for wearing the badge was condemned by 116 teachers in and around the city.
In a letter to the Bavarian Ministry of Education they argued that to inflict such a severe punishment for wearing a badge would damage a very minor offence would damage the image of the teaching profession.
It was also a denial of the right to express political opinion which is taught as a fundamental democratic principle in social studies courses in schools.
Disciplinary action against "Stop Struass" supporters has not been confined to schoolchildren. An attempt by the education committee in Nuremberg to dismiss a 31-year-old woman teacher who insisted on wearing the badge in class despite repeated warnings was defeated by the narrowest of margins, 35 votes to 34 in the city council.

Maths is on the up and up

by Bill Purvis

SYDNEY
A report commissioned by the Australian Council for Educational Research has found substantial gains in mathematics education since 1964.
The ACER, an independent, federally-funded body, commis-

sioned the study last year. It shows that developments in mathematics teaching between 1964 and 1978 led to quantitative and qualitative improvements.
The number of pupils taking mathematics through to their fourth year at school (the Australian equivalent of the English Sixth Form) had almost doubled. The smallest state, Tasmania, recorded the biggest percentage increase—a 220 per cent growth.
A mathematics teacher in one of the larger states told me this was due to the low number of students in 1964 rather than an abnormally high number in 1978. The ACER report makes no such value judgments.
It does however say that the substantial national increase in the number of pupils taking higher maths had not led to any fall in standards. In fact, the dramatic increase in older pupils studying the subject has led to significant gains in terms of mathematics achievement overall, it says.

Threat from London recruitment?

by Lindsay Hayes

WELLINGTON
A reported plea for New Zealand teachers to help British schools overseas has been met with recruitment efforts by the New Zealand secondary teachers' union.
The plea, which was also directed to Australia, was reported in New Zealand papers as coming from the Inner London Education Authority. ILEA this week said no such plea had been made to New Zealand.
Mathematics and science specialists are the teachers in demand, but these are the very teachers in demand to fill vacancies in New Zealand schools.
News of the work offer has alarmed the Post-Primary Teachers' Association.
"I believe that the offer poses a threat as it is likely to increase the shortage of mathematics and science teachers," said Mr. Bruce Webster, the general secretary.
As many New Zealand teachers wanted to travel to the United Kingdom, the security of a teaching job is likely to be a strong inducement. But the Education Department does not view the plea in the same threatening light.
The department's personnel director, Mr. John Young, said he thought only young teachers who were planning a trip anyway might accept the offer of work in London.
He said the latest staffing survey figures, for June, showed considerable improvement with only 13 mathematics and seven science teaching vacancies throughout the country. This compared well with 20 in each subject area in February this year, and 44 and 34 respectively for February, 1979.

The proposed regulations emphasize two principles," Mrs. Hufstetter told in press conference. First, students must be taught English as quickly as possible.

United States

Mother tongue teaching laid down in guidelines

by Clive Couksun

WASHINGTON
Children whose primary language is not English must be given basic instruction in their native tongue and in English. That requirement is at the heart of regulations proposed at the end of the US Secretary of Education, Shirley Hufstetter, spelling out for the first time schools' legal responsibilities for bilingual education.

Mrs. Hufstetter issued the regulations under the 1964 Civil Rights Act. Six years ago, in the *Lau v. Nichols*, the Supreme Court interpreted the Act to mean that pupils could not be denied equal educational opportunity because of language barriers, and the Department of Health, Education and Welfare, as it then was, reissued in 1975 by issuing a preliminary set of informal guidelines, known as the "Lau Remedies", which told schools what bilingual education they should provide to comply with the ruling.

Since 1975 the increasingly powerful Hispanic lobby has put strong pressure on the Government to issue proper regulations mandating bilingual education for the estimated 3.5m schoolchildren in the United States whose first language is not English. The Education Department says more than 70 per cent of these "limited-English-proficient children", as it calls them, are Spanish-speaking; the rest are Chinese, Vietnamese and Cambodian.

After Mrs. Hufstetter released her regulations, Hispanic spokesmen denounced them for being too weak and, from the opposite side, organizations such as the National Association of State Boards of Education complained that the rules went too far in interfering with state and local control of education. Both reactions were predictable, and federal officials caught in the middle, maintained that their proposals represented a fair compromise.

"The proposed regulations emphasize two principles," Mrs. Hufstetter told in press conference. First, students must be taught English as quickly as possible.

Second, they should not be permitted to fall behind their English-speaking classmates while they are learning English.
Therefore, the rules require schools to teach children basic courses such as mathematics and science in their own languages and they have learned English. Supporting evidence produced by the Education Department shows that Spanish-speaking pupils with limited knowledge of English drop out of school three times more frequently than Hispanic pupils who are fluent in English.

"The problem faced by students who have limited proficiency in English is that by the time English skills are acquired the students have fallen behind their peers in other subjects," the Department stated.

Under the regulations schools must assess all pupils from an English speaking background using a reading comprehension test or an oral proficiency test, to determine how well they know English. Then, in the jargon of the regulations, they must discover whether "limited-English-proficient students are primary-language speakers. If so, they must be taught in their primary language."

Those who perform best in the native language must receive bilingual teaching. However, Mrs. Hufstetter emphasized, the regulations "provide local flexibility in determining how to teach these pupils. They do not dictate the teachers teach or how they teach."

The proposals also give considerable discretion to schools that have few children from a particular language group and are urged to combine them into a single class. Schools that have at least 25 pupils speaking the same native language within two grade levels must provide bilingual instruction using qualified bilingual teachers. But when the number of pupils is fewer than 25, schools can employ other means of instruction, including bilingual lessons on tape.

Next month hearings will be held on the regulations in six states: the United States, Mexico, Canada, Puerto Rico, and the Virgin Islands. The Education Department will revise them and issue final regulations. Congressional action is not required.

Commonwealth

Ministers are urged to set up science centre network

by John O'Leary

COLOMBO
Commonwealth education ministers were urged this week to make a start on an international network of resource centres to supply low-cost science equipment for schools in developing countries.
The first of the centres would be based in the South Pacific, serving the island states there, which are considered particularly disadvantaged in educational terms. Others would be added when further requests are received and funds allow.

Proposals for the South Pacific centre came from a special conference last year in Papua New Guinea. It would be funded by governments in the region after initial assistance from the Commonwealth and would work closely with governments to establish appropriate curricula and ensure the availability of low-cost equipment.
The special problems facing island states have been one of the main concerns of the Commonwealth education conference, which ended on Wednesday. A survey carried out by the Commonwealth Secretariat found that isolation, sparse population and the loss of ties with traditional providers

of educational resources from overseas were preventing their education services fully.
A second proposed initiative to assist developing countries was a non-formal education centre, largely rejected by officials. It was for a resource centre based in one of the developing nations, to be set up at a conference in Colombo last year but subsequently dropped by a group of experts in the field.
But representatives of the conference decided that they could not ignore the need for a non-formal education centre. They agreed to set up a further study group to look into the establishment of a non-formal education centre in the Commonwealth. The group would advise on the more appropriate way of setting up a non-formal centre.
Despite the shelving of the scheme, which had been expected to be one of the major initiatives emerging from the top priority area of non-formal education, the conference delegates, from many of the movement from switching resources into non-formal education systems and education programmes and schools as a trend in development.

The end to one chapter in the fight for Czech human rights

Tomin's road to Oxford

by Paul Flather

Dr Julius Tomin, the Czech philosopher, is now expected to arrive in Britain early next month to live in Oxford. For the past three years he has run a series of unofficial seminars in Prague in spite of continuous and sustained harassment by the Czech security police.

Last week reliable sources in Prague confirmed that Dr Tomin and his family have been given a five-year exit visa by the authorities.

Dr Tomin's departure from Czechoslovakia will mark the end of a defiant stand to exercise his rights to meet and discuss philosophical ideas openly and outside the official, and highly restrictive, state system. But it does not mean the end of the seminars, which now flourish all over the country, with a much lower profile.

Dr Tomin has attracted considerable attention in the west because he has been blunt and open in his criticism of the state, and because of his open invitation to western philosophers to address his seminars. This resulted in the expulsion of three Oxford philosophers from Czechoslovakia last year.

He has written numerous open letters of protest to the Czech authorities, and has regularly gone to the streets to protest against the human rights. He has also persevered with his seminars, the only completely open seminars in Prague, against great odds.

At various times Dr Tomin has been threatened in the street; he has been followed 24 hours a day; he has been repeatedly arrested, sometimes stripped naked in public; he has been offered bribes of highly paid jobs if he ends the seminars; his mail is cut off; his phone is clearly tapped; and he has not been allowed to travel (except to leave the country, which the authorities have always wanted).

On one occasion he was arrested by a police squad equipped with machine guns and pained dogs and held in a psychiatric unit. On another occasion police on "duty" outside his apartment tried to break in. His apartment has also been searched by the police. He has been brutally attacked on the street and "arrested" and "tortured".

In spite of repeated arrests Dr



Soon to leave for England: Dr Julius Tomin, his wife Zdena, and their two sons in Prague this year.

Tomin has never been charged. As he would say, he has not broken a single law in trying to exercise his rights and defend his academic freedom.
Dr Tomin is now 42. He studied at the Charles University in Prague and was among the first students to be arrested in the mid-1950s for refusing conscription. Hunger strikes and numerous protests meant it was not until the mid-1960s that he gained his doctorate.

He took part in the wide-ranging discussions that characterized the liberalization in Czechoslovakia in the late 1960s and led to the Soviet invasion. He left soon after to spend a year at the University of Hawaii on a fellowship and then against all advice chose to return in 1969. "You can buy my time, but you cannot buy my mind," he said then.

Since 1969 he has been denied all academic posts and forced to work in a small factory, a boiler-maker and a night watchman at a zoo. It is ironic that such work allowed him considerable free time to read and write philosophy during the long nights.

Both Dr Tomin and his wife were original signatories of Charter 77, which involved new life into unofficial Czech culture, and two years ago he sent his new family to live in four universities in the west, leaving academics to Prague. For eight months he heard nothing. Then the letter surfaced at a meeting of the Oxford philosophy faculty.

It was agreed to raise £500 to send three philosophers to Prague, not so much in defiance of the Czech authorities but because "philosophers are by nature argumentative and unending and willing to talk to anybody".

Tas visits continually regularly, with a group of philosophers from many different countries visiting in the future. The subjects discussed included Plato, Aristotle, Berkeley and Hume, which could be described as remarkably "solvent".

Philippines

Congress hears bleak literacy report

by Philip Brooks

MANILA
Although the percentage of illiterate people in the world has dropped from 700 million in 1960 to 300 million in 1978, fifty per cent of today's six to 12-year-olds will not go to school, and there is evidence that reading standards in developing countries such as Sweden are dropping.

The bleak picture of world literacy was painted by Swedish reading expert Eve Malmquist, during the final address of the annual congress of the International Reading Association held in Manila last week.
Five hundred educators from 30 countries discussed the current state of reading around the world. Sound learning was a major concern. High of delegates from developing countries and of

European delegates who teach immigrant children: In Sweden today schoolchildren are taught in 43 languages other than Swedish. In Papua New Guinea, the institute of linguistics, 148 local languages are used.
This institute, which won the IRA's literacy award in 1979, teaches children and adults to read in their mother tongue and then help them apply their skills to a national language.
"Teaching reading today is really living in a multicultural society," British delegates Gwen Bray and Kay Whitley, from Leeds, said. "Second language teachers in Europe faced the problem of a lack of literature about immigrant children's traditions and customs. The conference aimed to bring together publishers and educators to discuss such difficulties."

Although three times as many books are printed today as in 1950, uneven production leads to further imbalances between developed and developing countries. Eve Malmquist said: "Seventy-five per cent of books are from the United States. Europe and the USSR, while Asia with 56 per cent of the world's population produces only 20 per cent of the world's books. Latin America and Africa produce only 2 per cent each."

The IRA promotes the teaching of reading around the world. It has 1,000 members in 80 countries and publishes four professional journals. Its next president, Professor Kenneth Goodman of Tucson University, Arizona, plans to encourage this predominantly North American association to take a closer look at the Third World.

The IRA's next world congress will be in Dublin in 1982. Vincent Greeney, of Ireland's Readers' Association, invited Manila delegates to the congress, but cautioned them against using the association's acronym, IRA.

Israel

Money to avert classroom crisis sparks budget row

by Benny Morris

JERUSALEM
A Cabinet-level row is expected in Israel following press reports of a secret deal between the Education Ministry and the Treasury which would make an extra Israeli £11.5b available for school and classroom construction.
Other ministers who have been forced to take severe budget cuts in recent months are furious that funds axed from the Education Ministry's budget in April appear to have been restored, although the Government is unwilling to confirm that any extra allocation has been made.

However, Education Minister Ze'evulun Hammer said last week: "No substantial sums for reconstruction are forthcoming, the country's school system will face an acute crisis either in 1981 or in 1982."

Yitzhak Gannor, head of the Education Ministry's construction department said the crisis is a result of three things: a steady growth in the school population over the past few years, which will peak in 1982-83; an economic crisis which has forced a severe Government budget cut in education, which has wrecked havoc with construction programmes.

Israeli classes average between 35 to 39 pupils and Mr Gannor estimates that some 700 to 800 new classrooms are needed each in catch up with growing school population. In 1979 about 600 classrooms were completed from funds allocated in 1978.

But 1979 allocations were cut drastically and only 100 classrooms are likely to be ready for September 1980.

So far, the Ministry has coped by using temporary huts, by renting rooms and by converting of school office rooms and corridors into classrooms.

But, according to massive injection

of classrooms in the coming two years, there will almost certainly be a second shift in schools in 1982, in such overcrowded areas as the Tel Aviv-Neremoy coastal plain.

The Government, with an eye on next year's general elections, wishes to avoid being saddled with the blame for introducing a second shift, something Israel experienced in the 1950s, with all its attendant dislocation of family life and the problems it presents for working parents.

So in spite of further budget cuts in all ministries, money for 261 new classrooms was allocated in April and the alleged secret deal has been agreed, another 300 classrooms will be started this year to be ready either this year or next.

"But this isn't enough. Given our backlog we need to build even more, to avoid the second shift the following year," says Mr Gannor. He dismisses makeshift solutions like the increased use of temporary structures saying nothing is more permanent than temporary buildings.

Planning estimates are well off in terms of classroom allocation of money because with inflation running at 125-150 per cent monetary values are meaningless. Inflation has made it difficult to sign contracts and plan construction programmes.

The Israelis with the greatest lack of school facilities are the country's half million Arab minority, of whom a third attend kindergartens or schools.

"Of 4,500 classrooms in the Arab sector, 1,300 are rented and converted to school use. That condition there are inadequate is a gross understatement," says Mr Gannor. The Ministry has recently given priority to special allocations for construction in the Arab sector. Some 250 new classrooms are planned to open in the Arab sector in September, 1980.

Soviet Union

Goals must replace boredom

by Kenneth Shaw

In a remarkably candid criticism of the present book-based curriculum of secondary education, a leading Soviet educationist has admitted that many of Russia's students are bored to distraction.
Unimaginative lessons with too many critical notes prevent creative learning, Mr Vsevolod Stenetsky says in a recent report on social experiments in schools.

Calling for more competition, not merely based on school marks, Mr Stenetsky, who is president of the Academy of Pedagogical Sciences of the Soviet Union, says the growing antisocial behaviour of young Russians could be stopped by giving a more practical way of life, especially in the holidays.

He wants to see more technical and trade schools replacing the general-education secondary schools with their "academic curricula. Many modern parents, he says, are changing to technical schools, and their progress and motivation are so remarkable that, upon leaving, they take competitive exams in higher education.

The secret, says Mr Stenetsky, is that in technical schools students can see a definite prospect of a useful trade in a fixed time. However, he is anxious about the old fashioned "dreams surrounding 'trades' and parental reluctance to assess objectively the capabilities of their children. Such prejudices are holding up the move to technical training for a large proportion of Soviet youth, he says.

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United front is first line of defence

Sir—The call from the teachers in an East Sussex comprehensive school (Letters, August 1) for "concerted national action by our unions to prevent the state education system in this country from being destroyed by government financial policies" is both timely and important.

I hope that union members will do as they suggest. I also hope, however, that their initiative will lead to a more widely concerted response than they have envisaged. Already we have a variety of organizations (such as ACE, CCE, CPAG, NCPTA and PRISE) contributing in

various, often very similar, ways to the cause of state education. Recently we have read in your columns of the formation of the National Child Care Campaign (July 11) and the Family Forum, both of which also have possibly overlapping commitments in this area. There are also local groups such as PACE in Kingston and others too numerous to mention.

Then there is the organization of which I am chairman, the Campaign for the Advancement of State Education (CASE). We have been fighting on behalf of state education since 1960, and already have a

national network of associations and working relationships not only with the organizations mentioned above, but also with NUT, NATFHE and the NAHT.

As I said in my letter which you published on July 11, I would like to see every parent and teacher honestly committed to the interests of the maintained sector of education as members of CASE along the lines of Prince's Association for the Advancement of State Education, National Chairman, Campaign for the Advancement of State Education, Bedford.

Whether membership of CASE is the right approach or not, I think it most important that those of us with the interests of state education at heart, should get together to work in union wherever possible, and in this end I will be pleased to hear from any of our groups or individuals with a view to convening a meeting to plan a concerted campaign to defend state education.

D. T. P. MITCHELL,
National Chairman,
Campaign for the Advancement of State Education,
Bedford.

IB a lower priority

Sir—May I be permitted to clarify the situation regarding the International Baccalaureate and the Schools Council.

At its last meeting the council's examination committee considered both the first report of its one year exploratory study into the International Baccalaureate together with a proposal from the IB Office, London, for a four year study.

The study was turned down on two main counts: first the committee felt that the study would be unlikely to yield any more significant information on the implications of providing the IB in British schools and colleges than had already been realized within the one year study; it was noted that the student sample indicated in the four year proposal would not be representative of the current A level population and this would invalidate any possible conclusions on the national implications of a broad based curriculum.

Second the council has only limited funds to allocate to examination improvement and developments. While it has not abandoned its concern about the over-specialized nature of the post 16 curriculum it has already expended considerable time and effort on the past 14 years on recommendations to reform the system of examining at 18+. Two Secretaries of State for Education have recently made it clear that A levels are to remain, for the foreseeable future, the main system of examining at 18.

Whereas a decision to proceed with a single system of examining at 18 plus has at last been made, in the light of this the examinations committee considered its programme of work should include, as a priority, work which would facilitate 16 plus developments. The latter could benefit the majority of school students; the IB only a minority. No one likes to be forced into choices but with a 16 plus bird in the hand such a decision was understandable.

Yours truly,
LESLEY KANT,
Assessment and Examinations Team,
Schools Council,
Great Portland Street,
London, W1.

Bitter blow for the northern sound

Sir—I wish to take issue with your music critic's reporting of the National Festival of Music for Youth.

As conductor of the Wakefield Metropolitan Wind Orchestra, an entry in the opening class on the first morning, I anticipated some informed comment and was disappointed in many respects.

To describe the morning as an inauspicious start strikes me as revealing a depth of ignorance all too frequently encountered in music critics.

To my mind there were some very good Wind Orchestras present, and I underline the term orchestra

because it is an essentially different conception and sound from the old Wind or Military Band. It is knowledge and understanding of this conception that I find so sadly lacking in your critic's writing.

To suggest that Surrey County Wind Orchestra was awarded the "Outstanding Performance" certificate merely because they committed a work specifically for the occasion does them a great disservice.

They produced a very high quality of "orchestral" tone on their "tutti" occasions and their soloists, in a piece written in a very much soloistic style, were, in the main, very good.

COLIN FANSHAW,
Head of Instrumental Music,
Wakefield Music Centre,
Main Tree Street,
Wakefield,
West Yorkshire.

Privileged classes?

Sir—My intrigue at the speculations concerning extra payments for teachers of shortage subjects is sharpened by resentment when I consider the manner in which crafts and science subjects are already pampered. They are allocated the lion's share of capital, are awarded more salary, and are given smaller classes.

There is only room in my lab for 20 pupils, have purpose built specialist rooms, support from technicians who also perform the head of department's routine administrative functions, take first priority in timetabling or option of being a "shortage" subject—attain easier and rapid promotion.

Finally, as your indignant correspondent threatens, they may use their qualifications to find well paid jobs in industry.

It all means, pay these people the right money for the job—but be prepared to do the same for my colleagues who perform an equally valuable task, in less enviable conditions with poorer resources, limited support facilities, and dim promotion prospects. Or is the rule of supply and demand more relevant to our profession, than dedication to one's vocation?

STUART NASH,
Head of English,
Abbot Heyne Comprehensive School,
Burton on Trent,
Staffs.

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At the beginning of August, some very noticeable changes even take the great Scottish capital. The first signs are a few particularly posters in the occasional shop window, or flapping telly on neglected walls. Council workers gear curators stilted structures, designed to serve double duty as Christmas decorations; last year, you could read nearly half a Burns poem if you walked alone Princes Street in the right direction with a matchbook.

Then, almost overnight, the trickle of patterned paper becomes a torrent, and the city centre becomes bedazzled with the gaily coloured posters and playbills, announcing, in an intimidating, caustic, enticing, juvenile music and Japanese mime; Iranian film and Indian dancing lessons; Polish plays and Canadian brass bands; the festival has arrived and with it, like the fall of a comet much larger than the cone, comes the Festival Fringe.

The official festival as such is still principally an affair of music and opera, with drama a close second and ten or three major art exhibitions. The music, as always, ranges from the arcane to the evergreen; there is plenty of Mozart on the one hand, while on the other it is comforting to read that "audiences who were perplexed by Paderewski's first symphony last year may well find the second more easily approachable". It would be easy, but tedious, to give long lists of famous participants and interesting events but, beyond mentioning that there is a large Canadian contingent, I would refer the reader directly to the much larger lists in the festival's own fringe brochures, freely available in many places and particularly from their offices at 21 Market Street and 179 High Street, respectively.

I shall, however, give one list, to illustrate the sort of riches that are to be had. The five-day Writers' Event in the assembly rooms has a full and varied programme. Amongst those taking part are the first editor of the OED, John Burt Foster, V. S. Pritchett, John Galsworthy, Peter Shaffer, Michael Frayn, Kingsley Amis, John Wells, Neil Gaiman, Fay Weldon, Caryl Phillips and Anthony Burgess. You couldn't really ask for much more than that, with the possible exception of Mary Whitehouse.

With all this excellence and variety, the greatest difficulty is always of selection, which is often made on the most unheroic of grounds. I, for example, would like to see the Chinese opera, having a special affection for that counterpoint of key and sound, but alas, only full of melody but are not only full of melody but are also excellent. Again, if your name is Kutish, King or Bishop, you may be descended from an actor who successfully played one of these parts in medieval times, and you may well wish to visit the assembly hall, and stand around watching the pageants of the York Mystery Plays. Time, space and (sadly) money are the only limiting factors.

A great part of the excitement generated, however, derives from the Festival Fringe, which has been growing at such a rate recently that it is now a veritable city in itself. I would like to mention a few of the more notable titles. Indeed, there is criticism that it is too unwieldy but as its director Alasdair Simpson, says, any official constraints would vitiate its whole concept. It is now officially the largest of its kind in the world—and, incidentally, the son of the "Guinness" McWhirter is one of those contributing to its size.

"This year there are 400 companies, 48 of them foreign, putting on nearly 700 shows—and they are shows, not performances. Last year a truly astonishing 31,000 fringe tickets were sold, though only comparatively few companies actually made profits. Performance space is at a premium, with every school and church hall for miles around being requisitioned, although, amazingly, new venues continue to be found. One com-

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features

Satan's minions?

David Mitchell looks at the evolution of the Jesuits' world-wide involvement in schooling

Mention the Jesuits, and a well-worn adage springs to mind: did they not say "Give me a child until the age of seven...?" In fact, the Society of Jesus for long tried not to become involved in elementary education, because of staff shortages.

Yet undeniably its lingering reputation for sinister efficiency owes much to its spectacular, if unpremeditated, emergence as the great Catholic teaching order. Ignatius Loyola, in a sense, the Thomas Arnold of his time, concerned as much with character-moulding as with book learning; and the curriculum which he and his aides fashioned, later known as the Ratio Studiorum (Plan of Studies), was Europe's first comprehensive, carefully articulated system on such a scale.

Its impact was, and for long remained, startling. In Germany, where the Society made its first great push, Lutheran pamphleteers pictured Jesuit schoolmasters as Satan's minions, who smeared pupils with an ointment that ensured lifelong obedience to their evil commands. Three hundred and fifty years later the German Marxist Karl Kautsky described Jesuit pedagogy as "humanism at a lower mental level, robbed of its spiritual independence, rigidly organized, and pressed into the service of the Church".

First sketched in 1548, the Ratio was thrice meticulously overhauled before reaching a definitive version in 1599. Like the entire spectrum of Jesuit activities, it was the product of desperate, inspired improvisation.

Ignatius, coming late to the religious life and finding that enthusiasm without credentials was suspect to Catholic inquisitors, steeled himself to endure an academic grind at the universities of Alcalá, Salamanca and Paris; and he and his first disciples took pride in being "Masters of Paris". But, far from aiming to be the ideologues of the Counter-Reformation, their burning ambition was to go to the Holy Land, perhaps as hospital porters, and convert Muslims.

When this proved impossible, the fourth vow of special obedience to the Pope led to their being assigned to seemingly lost causes: notably as missionaries in Germany, the heartland of the Reformation. The society's command image gave it glamour and attracted recruits.

Determined that they should be worthy

champions of the Faith, Ignatius devised a 17-year training based on the stages of his own crash course of education. A novice would become a "scholastic" available for teaching duty before taking final vows, going on to higher studies, and qualifying as a "spiritual coadjutor" or, in a small minority of cases, as a "professed father".

This arrangement enabled Ignatius to expel unteachable trainees, who were under constant surveillance, and to secure a flow of cheap teachers. Initially designed for Jesuit personnel, schools were adapted to include lay pupils, largely due to an appeal from Germany.

Ignatius tackled the "apostolate of the classroom" with characteristic diligence. For lack of existing facilities he and his close advisers—Juan Polanco and Jeronimo Nadal—were forced to improvise, studying the constitutions of the main universities and the methods of the Protestant educationists Baduel and Sturm at Mimes and Strasbourg.

While Ignatius performed prodigies of fund raising and juggled with limited human resources, Nadal began a 15-year tour of Europe, collecting ideas, tempering tentative rules to local needs, reporting back to Rome. The section on education grew to be the longest of the 10 in which the Society's Constitutions were divided.

Since, to the fury of other teachers, Jesuit schooling was provided gratis, it proved as popular with Protestants as with Catholic parents. By 1556, when Ignatius died, there were about four-fifths of Jesuits, mostly scholastics, were engaged in teaching. By 1600 there were nearly 300 schools; a few boarding colleges for the fee-paying students such as that in Vienna, but chiefly "mixed" day schools for lay pupils with a sprinkling of Jesuit trainees.

The Ratio, which remained virtually intact for more than two centuries, was based on five main principles: a solid grounding in Latin grammar; graded classes each, though very large (more than 100 pupils), with a separate teacher; an "ascetic" of studies from grammar to the humanities and rhetoric, thence to the arts courses (philosophy, mathematics, etc) and theology; punctual and constant attendance; frequent

memory tests ("repetitions") and plenty of homework.

Three hours of classes in the morning, three in the afternoon, was the norm. More advanced colleges in the big towns offered secondary education from 10 to 16 and higher education of sorts from 17 to 21.

Classes were subdivided into groups with a "leader" ("it would be wise," said the Constitutions, "to place together some of equal ability who with holy rivalry may spur each other on"). The "censor" or monitor system has been denounced as an example of Jesuit espionage-mania; but it was common practice—in Sturm's school, for instance, and at Winchester and St Paul's. The day was filled with prescribed activity and, as far as possible, students were never left alone.

Expurgation of classical texts was not new, though carried out with systematic thoroughness. Terence was altogether banned, though the ingenious Fr André des Freux, who had prepared clean editions of Horace and Martial, suggested that the more licentious passages could be rewritten as scenes of pure conjugal love.

Gymnastics and organized games became part of the routine as wholesome outlets for youthful energy that, like plays and ballets with edifying themes (Philoputus, or the Sorrow Outcome of Avarice was a typical title), combined social advantages (grace of movement, a "fines air") with team and competitive spirit. The overall aim, quite explicit, was the Catholicization of thought and personality.

Ignatius could not have wished for a better testimonial than that given by the Spanish Governor of the Netherlands in a letter to King Philip II: "Your Majesty desired me to build a citadel at Maastricht. I thought a Jesuit college would be a fortress more likely to protect the inhabitants against the enemies of Altar and Throne. I have built one."

But though the machinery turned out some unflinching aristocratic bigots—for example, the Emperor Ferdinand II, described by H. A. J. Fisher as the "prime mover" of the Thirty Years War—the Society's élite was overwhelmingly drawn from the middle, lower middle, and lower classes. It was more important to arm the praise of the rulers, to belong to the chosen few of

the Marian Congregation, than to be well-born.

This was something of a social revolution. Indeed, alarmed by the stampede towards a classical, "gentlemanly" education at the expense of commercial and agricultural training, Richelieu and Colbert planned drastically to reduce the number of Jesuit colleges in France.

But the danger passed. Voltaire recalled the plays at the Collège Louis-le-Grand as the best thing in his education; and other Jesuit-schooled playwrights included Corneille, Molière, Le Sage, Calheron, Lope de Vega and Goldoni. Descartes sharpened his mathematical wits at the college of La Flèche and by 1750 the Society was running more than 500 urban secondary schools, some with up to 2,000 day pupils.

Ironically, the *Encyclopédie*, edited by another Jesuit pupil, Denis Diderot, with Voltaire a star contributor, owed much in conception and subject matter to the *Journal de Trévoux*, a Jesuit attempt to "Catholicize" the spirit of the Enlightenment. It has even been suggested, usually by Jesuit writers, that the Revolution was at least partly due to the dissolution of the Society in France in 1764 and the consequent disruption of schools that "formed the last barrier to the advance of infidel radicalism".

Suppressed altogether by papal decree in 1773, the society was closely identified with the reactionary forces that sponsored its restoration in 1814. In spite of its gingerly tinkering with the Ratio Studiorum in schools were bastions of conservatism, except in the United States, where envoys from Rome were shocked to find that in mid-Western colleges "mercantile courses" took precedence over Latin and Greek.

But in the 1830s fees were reluctantly introduced, and the spread of state education meant that the Jesuit ethos could be fully preserved only in a few private schools. Fr Cyril Martindale, an Anglican convert who had been at Harrow, was appalled by academic standards at Stonyhurst, where Gerard Manley Hopkins had taught in the 1880s.

Today, about a third of 27,000 or so Jesuits are involved in education as teachers or administrators. Methods have been resolutely updated and in Latin America some of the Society's best—and most expensive—private schools have been closed to counter charges of "elitism".

The structure conjured up by Ignatius, Nadal and Pulanen has weathered storms that would have broken most organizations. But there is a feeling that, as one media-minded Jesuit, a friend of Marshall McLuhan, put it some years ago, "The Society, once a leader in the communications business, has fallen way behind. We're probably living on the perfume of a vase that's not that full any more."

David Mitchell is the author of *The Jesuits: A History*, published last month by Macmillan (£12.50), and reviewed by Cornelia Rigby on page 19.

features

Galileo (right),
Molière (below) and
Voltaire: three
of the better known
products of
the Jesuit system
of education



Many Evans Picture Library

Soul purpose

Gerald Haigh discourses on the role of church schools

I should begin by declaring a vested interest. I am a communicant member of the Church of England and headmaster of a C of E Aided school. As such, in the eyes of many at all levels of the education service, I am participating in an anachronistic irrelevancy, akin to being boson's mate on a jumbo jet.

You can see what the critics mean. Every year the children of the five Church schools in our town walk to the almshouses to be given a curant bun. This is a quaint and popular survival from an age when the distribution of food was an important act of Christian charity, and it is this sort of image—all embroidered banners and frack-coated benefactors—which dogs Christian education.

To be proud of our traditions, though, and to recall with warmth and gratitude

the visionaries who believed in education all those years ago, is not the same as being stuck in the past. Of this and of the place of Christian education today I remain convinced.

Christianity is about faith and commitment, about self-awareness and responsibility. Real education is about these things, too. As the Catholics said in their evidence to the Plowden Committee almost 20 years ago, the work of education cannot "be adequately undertaken as no more than an exercise in instruction".

But complacency is a long way off. This is a society where your neighbour is as likely to be Hindu as United Reformed and where, in any case, the violently un-Christian consequences of sectarianism are exhibited daily in the media. If, as we do, we send one fifth of our children

into Church schools, might we not simply be adding denominational blinkers to all the other vision-restricting impediments which characterize the standard educational regime? What are Church schools for?

I have been asking this question: of myself and other Christians in education. The answers vary from school to school and denomination to denomination, though all share the conviction of the need for a Christian stake in the education system.

You do not have to look at a Catholic school for long to realize what it is there for. There are crucifixes on the wall, some of the teachers might be nuns, and in any case are most likely to be practising Catholics. Religious education will be overtly denominational, and children

will be prepared in school for the various rites of passage of the Church. The aim is to nurture Catholic children in the faith; the Church tries hard to provide a school place for all Catholic children from five to eighteen.

When I spoke to Father Joseph D'Arcy, Catholic Diocesan Education Director in Liverpool, where a third of the children are in Catholic schools, he agreed that the link between Church and school was most important, and went on: "There is a triangular relationship between teacher, parent and priest, with the child at the centre." Richard Cunningham, too, Secretary of the Catholic Education Council, spoke of "bringing them up in the Faith". This is a world where, to the outsider at least, there seems to be confidence, unity of purpose and certainty of goals.

The Church of England displays a markedly less certain exterior. Its primary schools are usually neighbourhood schools open to all and sundry. This, if nothing else, dictates a much less doctrinal and confessional approach than that adopted by the Catholics. A school which contains and welcomes Sikhs and Muslims as well as all brands of Christians is clearly going to be ploughing a furrow if it tries to explain itself in terms of denominational commitment. So there is much emphasis upon

"atmosphere". Clive Jones-Davies, Schools Secretary of the General Synod Board of Education, used the phrase: "A setting which has regard to religion." I know what he means, but you can see how the simpler and more austere Catholic philosophy might be easier to put over.

This openness, at least partly dictated by history (Board schools supplemented but did not supplant Church schools, nor compete with them) has been curbed into a virtue. We thus have a rationale which says that the Church is in education "as a Christian presence" serving the needs of all men, whether they be Anglicans or not.

By this philosophy, a Church of England school is marked out not by overtly denominational symbols and practices but by a caring, Christian approach. Typically, it will be said that having practising Christians as teachers and as governors will produce a school which has a particular sense of purpose.

To people in the system, and to many parents, this concept is tangible and worthwhile. The problem is that you cannot quantify it, or even easily identify it objectively. A local authority head, for instance, might be put out by the assumption that the Church school down the road has a better "tone" than his—or

indeed that his own philosophy and way of educational life is in any way inferior to that of a Church of England head.

Much the same openness is displayed by the Methodists, who have more than 40 voluntary controlled schools and four with the more independent "Aided" status. Methodist primary schools, like so many Church of England primaries, are generally there for the neighbourhood, with no religious means test. They exist because the Church believes in giving practical expression to the ideal of Christian service.

Visitors often ask me what it is like to work in a Church school. It is a bit like being asked what it is like to wear glasses—you can go for days without ever thinking about it.

Although aided status brings a degree of welcome independence, I spend as much time in consultation with the education office as any other head in the area. Relatively mundane happenings bring reminders of course. The other day I wanted to get our hall window closing mechanism mended, so I contacted the church foundation, only to be told that while they own the outer surface of the windows, the catches and other internal bits and pieces belong to the county.

The really important way that a church can influence its schools and its children,

though, lies in the appointment of staff. In aided schools, the governors appoint teachers, and normally place great emphasis upon religious commitment. In many cases this has led to severe soul searching, and sometimes to deep differences of opinion.

How do you choose, for example, between a good teacher who is a very committed Christian, and a very good teacher who is less committed? Every aided school head is familiar with the dilemma. Attitudes to it vary greatly.

One group of governors may believe it positively healthy to introduce a bit of scepticism into a staffroom. Another foundation may want all its teachers to have a strong evangelical belief. What is certain, of course, is that proudest to the most senior level will be chased to those who are not practising church members.

Trying to keep the dual system thriving into the 1980s has brought one or two problems which we may well come to identify with the decade. Folling rolls, for example, are having a variety of effects. In particular, as city school populations decline and schools compete for pupils, the special position of the church secondary school becomes more and more visible, and thus more and more criticized.

The Church of England, for instance, is being looked at askance from various directions for operating "hidden selection", or for running establishments which favour white, middle-class pupils.

Another by-product of the 1980s contraction may be joint schools run by two (or more) denominations. Cuthbert Mayne School, in Torquay, is a joint Anglican/Catholic 11-16 comprehensive, formed after secondary reorganization when small secondary moderns galloped off into the sunset. Anthony Crist, the head, sees cross-fertilization as a positive advantage. "The fourth and fifth years become interested in religious differences, and learn to understand them," he says.

We are fortunate to have schools run by people whose vision encompasses souls as well as minds and bodies. This commitment to spirituality transcends any worries about denominational rivalry or fears of indoctrination. The presence of a strong Christian sector ensures, much more certainly than any legislation covering state schools ever could, that spiritual values will be represented and properly taught.

Gerald Haigh is head of Henry Bellairs Middle School, Badworth, Nuneaton.

books

A Lady of England

Audrey Laski

Ministering Angels. By Margaret Nancy Cuth. Five Dials Press £9.50, 09038 3892 3.

In mischievous mood, a friend gave me a little book, found in a junk shop, called *Audrey or Children of Light*. In 127 pages, with six full-page illustrations, it covers the conversion to true Christianity of two ill-fated children by an old blind woman, their conversion of a simple-minded beggar who has been faking blindness, and the angelic death scene of the sickly little boy. It is a fine, innocent child's misperceptions, sketches of hymns, religious sentiment and worked-up pathos. It is also surprisingly lively for a book of death, its original owner was a Sunday School prize; it is one of the publications of the Religious Tract Society whose vast output, Nancy Cuth claims, provided the chief reading material of the majority of Victorian children. Her book is a study of the Tract writers as a phenomenon of social history, rather than of literature, which may be a reasonable approach, since it would be a broad definition of literature judged which would accommodate them. "We have a country that has a palpable design on us," said Keats; "I have never been so sure that a more palpable design on their readers than these. The subject was generally two-fold: to drive out corrupting superstition, which threatened literacy, and making available to an alarming number of young people, by providing plenty of uplifting Sunday reading, an alternative, and to make sure that the lessons of Evangelical Christianity constantly reinforced so that every child might learn, as Audrey does, "who alone

could make her good, or could teach her not to be naughty". Mrs Cuth's early chapters on the background to the Evangelical tale for children serve to remind us again what an extraordinary phenomenon was the altogether moral-free tale told by Lewis Carroll to children, for before the Tract societies began to flood the market with tales with a strong religious bias, most children's reading had been, though not pious, still full of moral purpose. Their valuable design had been to make children into good, reasonable citizens; the tracts set out to make them citizens of Civitas Dei.

After setting the scene and explaining the growth of Evangelical fervour, Mrs Cuth develops her study through a concentration on four of the most prolific and popular tract writers, all of them women. Maria Louisa Charlesworth was perhaps the most influential; nearly everyone has heard of her *Ministering Angels*, if only because it is referred to in *Lark Rise to Candleford* and *The Windy Pigeon*, and Mrs Cuth even claims that it had an effect on North American penal reform. Charlotte Tucker, who wrote under the pseudonym of A.L.O.E., the pen-name of the work ethic solidly into her contemporary tales, but also wrote some "extremely sensational religious adventure stories," Hesba Stretton, in whom Mrs Cuth devotes two chapters, took a wider and more generous view; for her, one of the demands of Christianity was for social reform, and she was not afraid to paint a strong picture of slum life. Finally, Mrs Wallis, author of a one-time favourite tale of fairground theatre life, *A Poet Behind the Scenes*, as well as of a pitiful *Audrey*, perhaps brought the movement to an end with her



A gentleman of Spain—George Hill's illustrations capture the spirit of J. M. Coler's translation of *The Adventures of Don Quixote* (Methuen £5.95), abridged by Olive Jones.

excessive pathos, or perhaps, as Mrs Cuth suggests, was simply born somewhat after her time. Mrs Cuth's book is a slightly uneasy mixture of social history and biography; the account of Hesba Stretton's life is entertaining and she may deserve a book to herself; but I kept wanting to know more about the books themselves, even if the circumstances which surrounded their writing; without more attention given to the texts, there seemed too little justification for giving so much.

Facsimile facts

The Ancient World. By Martin Roberts. The Medieval World. By J. A. P. Jones. The Early Modern World 1450-1700. By J. A. P. Jones. Britain, Europe and America 1700-1900. By Martin Dickinson. The Twentieth Century. By John Hamer. Macmillan Education. All £2.45.

Ten years ago, however committed the attempt to teach historical skills and values, the kings and queens of England with evaluation of evidence, the only way to bring a history class and a written source together was by wear and tear on typewriter and spirit duplicator. Since then paperless collections of documents have appeared, the publication of facsimiles has increased and sources have been creeping into the textbooks. Nonetheless there has still been a shortage of course-books which combined sources with thorough coverage of material, let alone which considered this material in the light of quiet equivocal evidence, so as to challenge the tyranny of the absolute "fact".

History in the Making, a series of coursebooks for 11-16 year olds, attempts to plug this gap. It is impressively illustrated, entirely from contemporary material, maps and site photographs; and as well as the source extracts incorporated in the text, includes sections after each chapter entitled "Using the sources" which quote more detailed evidence for a particular issue, and suggest areas of doubt. This approach is emphasised too in the introductions, which present the historian as a detective and compare case studies such as the Great Train Robbery and the death of the TWA. Indeed, the book's solution of history poses some fascinating questions for "Using

the Evidence" too: who killed William Rufus, the Romano, Jod. Kennedy? Who was behind the Gunpowder Plot, the burning of the Reichstag? Wherever possible, conflicting accounts are given for comparison, and the variety of evidence quoted is excellent. From the Book of Kings' description of the Assyrian attack on Judah, to Dutch interiors as a mirror of commercial society, to the evidence presented in the *Bayeux Tapestry*.

Prehistory to the present is the rather staggering timescale covered, but it starts slowly, and while there are obvious advantages to be derived from the study of archaeological as well as written evidence, the inevitable result is that by the end of Year 4 nothing will have been studied within nearly 300 years of the present. For the many whose history education comes in a full stop here, this is a major disadvantage, and one with which this series has not come to terms. Of course the books need not be used strictly in order but they are designed to increase in difficulty, and so the solution of substituting the last three books for the first three in Years 1 to 3, though possible, would have to be careful and selective.

One thing the series has achieved, though, is a reasonable balance between European and extra-European history. If the content of all the books except *The Ancient World* is predominantly European it is never without reference to important events elsewhere in the world. This books could be criticised for containing little detailed history of China, for example—or in recent times the Third World—but the balance successfully struck makes a positive use of the "new history" without abandoning the better qualities of the old. *Jessie Saraga*

Travellers' tales

Mary Anne Woolf

The Travels of Marco Polo. By Gian Paolo Casarini. The Travels of Captain Cook. Illustrated by Peter Ventura. Macmillan £3.95 each.

These are adventure stories with a famous person as the hero in a large picture book format. This seems an attractive way to introduce children to a large amount of new information and ideas. These books, translated from Italian, contain a wealth of facts and yet succeed in conveying the sense of wonder and the excitement of discovery.

The illustrations are admirably suited to their subject matter. They give a feeling of space and yet are full of interest, and of the variety of people engaged in different activities. They will occupy and capture the imagination of children, especially those like the cross-section of the "Eodasavour" the one showing the "population of China". There are some lovely pictures of sailing ships and some more purely informative ones showing Australian animals, Chinese inventors and spice plants.

The text blends story telling and straight fact in a curious mixture of colloquial and formal phrases, short sentences and long words. For

example, Captain Cook, and his crew are "amazed at the sight of an extraordinary animal... Yes, for the first time Europeans were looking at a kangaroo. This one was fat and grey. Kangaroos. There are other types..." Mr Casarini has taken pains to put these travels and discoveries into an historical context. He describes Medieval Venice and explains why his contemporaries did not place much credence in Marco Polo, he also points out how different the Indonesian and Chinese societies were from European society and how this called for tolerance, understanding and respect which Europeans have not always exercised.

The attempt to cover such a wide field and yet remain readable and attractive in presentation has led to a few strange gaps—a map of the world, a concept of a helicopter, with no mention of the "Eodasavour" the one showing the "population of China". There are some lovely pictures of sailing ships and some more purely informative ones showing Australian animals, Chinese inventors and spice plants.

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Blatant irony

Authors in Their Age. Jane Austen. By Valerie Groves. Myc. Blackie £2.25, 216 908-442.

An easy and often useful method of introducing a writer to a new audience is to examine his or her work in relation to the cultural, historical and sociological background. However, consideration of the content of the author's work per se must not be neglected. Valerie Groves' *Authors in Their Age* does this. Jane Austen has long been the subject of the content of Austen's novels in her context, but the context in which they were written. Many of the lengthy quotations from contemporary sources could be condensed and summarised, or omitted altogether; their connection with

Austen's writings is frequently tenuous or doubtful. Far too few passages from the novels are cited, and opportunities for exploring Austen's treatment of current issues are entirely missed. The standard also set aside, the book is a critical and literary analysis of Austen's novels, and not a study of Austen's life and times.

Ms. Meyer's style is at times excessively colloquial—there is an excuse for phrases such as "the text—and her... Austen's terminology is not successful. Charming illustrations are spoilt by rather flat captions. *Edwina Buchanan*

Down on the farm

by David Kilpatrick

Despite rising transport costs, education cuts and the recent opening of an education department farm within the city itself, Sheffield schools have been able to keep the farmyard at Chatsworth House as a regular day-visit destination. Before this season started there was doubt as to whether the expensive trip to Chatsworth would be justified. "We now know it will be," said education adviser John Rogers, who is responsible for environmental teaching. "People underestimate the number of children we have to urban areas. Why should they miss out on rural education?"

Chatsworth's farmyard was established in 1974. The idea came from the Duke and Duchess of Devonshire, who were receiving a great many questions about running a large agricultural estate. The farmyard is on a one-acre site and is structured to educate. The exhibits are labelled in detail and some displays are graphic; the pile of logs represents how much timber a certain area grows in a certain time never fails to surprise the visitor.

At present there is no official resource material for visiting parties so teachers visit in advance, on their own or in briefing groups. One teacher who made a preliminary visit was Brian Wilson, head of Marlark Sturkholmes C of E School.

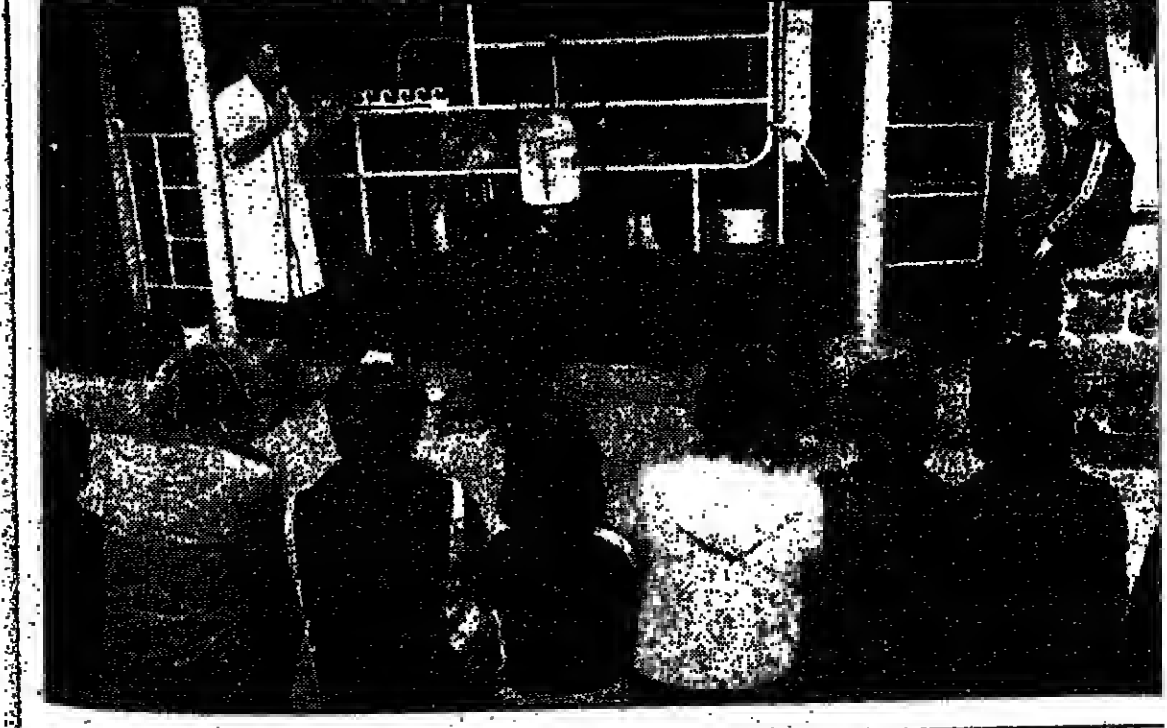
"I visited the yard beforehand and set a questionnaire for the children. The farm is very well laid out and the text explanations are ideally suited to the visitor age pupils," he said. One of the text panels being used for notes by the

transport. The idea was that schools should have access to a working farm with true participation, rather than use Chatsworth and the farm or two commercial farmers prepared to accept school visits. After Whirlow Hall was opened there was doubt whether the expensive trips to Chatsworth would be justified. "We now know it will be," said education adviser John Rogers, who is responsible for environmental teaching. "People underestimate the number of children we have to urban areas. Why should they miss out on rural education?"

Chatsworth's farmyard was established in 1974. The idea came from the Duke and Duchess of Devonshire, who were receiving a great many questions about running a large agricultural estate. The farmyard is on a one-acre site and is structured to educate. The exhibits are labelled in detail and some displays are graphic; the pile of logs represents how much timber a certain area grows in a certain time never fails to surprise the visitor.

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Going, going, gone.

For years Christie's, the auctioneers, have been taking photographs of the more distinguished of the items passing through their salerooms. The result has been the building of a large reference collection of works of art, most of them in private hands and not available for public viewing. Now the 70,000 pieces and paintings involved have been recorded on a computer microfiche by Miss Jane Christie, which is offering the collection for sale, in part or as a whole, under the title *Christie's Picture Archives*. It is made up of 635. The microfiche is shortly to be published in the Wallace Collection

images, all captioned with attribution and appropriate background information. Indexing allows simple reference to artists by name or by school and the collection is arranged that each may be seen in context with his contemporaries. Objects are arranged similarly, ranging from silver and furniture to ceramics, antiquities, arms and armour.

Altogether there are 1,200 fiche in the series. Each has been designed for reproduction and prints may be obtained from photographers in the normal way without infringing copyright. The cost of the complete series is £2,000, which includes a reader, the microfiche and a microfiche reader. Anybody spending £800 or more is supplied with a miniature reader free of charge—this equipment may also be used as a printer. Those spending less may buy it from Mindio for £75. A hand magnifier is also available at £35. The microfiche is shortly to be published in the Wallace Collection

and of the Alinari Archive of art and architecture in Italy. Full details can be obtained from Mindio Ltd at 32 The Mall, London W5.



resources



"Frances Day" by Angus McBean

Flamboyance and realism

by D. J. Hart

While the period between the world wars has come to symbolise a dark age, we must not forget that it was the time when the Arts and Crafts Movement, the Bauhaus, and the New Objectivity were flourishing. It was a time of great artistic innovation and realism. The photograph of Frances Day, a famous actress, is a perfect example of this. She is shown in a simple, everyday dress, but her expression is one of great confidence and realism. The photograph was taken by Angus McBean, a famous photographer of the time.

Frances Day was a famous actress of the time. She was known for her realistic and confident performances. The photograph of her is a perfect example of the New Objectivity movement. She is shown in a simple, everyday dress, but her expression is one of great confidence and realism. The photograph was taken by Angus McBean, a famous photographer of the time.

Town and gown

Exeter University and the local branch of the National Association of Careers and Guidance Teachers have cooperated to produce a pack of 80 colour slides showing the life of Exeter. A typed script offers appropriate explanations for use as a commentary on the slides. The slides offer a pictorial essay on the university and its buildings, along its setting

in a photograph as though it were 1960. He looks as if he is about to call a walkabout, but you can see in his face that reality far from being an everyday life and death campaign. In contrast there are pictures of far more epoch-making events. Madame Tenebris's colour photographs are often startling in effect. "Lady Malcolm Campbell as Nipper" is in vivid close-up, with great bluish-green tones on her cheeks, is, unlike the other portraits, a strong and perceptive portrait.

Because they were made with such apparently innocent ease, Shaw, Wildman's "Burberry at Brooklands" (fashion models posing beside a racing driver in his car), and Angus McBean's surrealistic portrait of Frances Day (she is in a lobster basket in a Dalí-style landscape) have to be taken at their face value—as fun pictures which in their time constituted real artistic innovation and were commercially viable.

John Davinien was no intruder. Ward Muir showed men going down steps past an underground station sign and E. O. Hoppe (having settled in London) focused on people's backs as they went up some steps in Berlin. Brendt found a black stick in Halifax and Norman Pucknison's *Outside the Palace* has two women waiting past a busy guardrail. This last, however, was a fashion shot for Harper's Bazaar, and the other three pictures are available not for documentary truth-telling but for self-conscious and utterly confident artistic influence. One picture throws everything else into shadow: Francis Brugger's "Lily George", which

resources

Pollution and control

by P. K. Boden

Only One Earth Parts 7 to 9: Land and land pollution; Air and air pollution; Water and water pollution. Three filmstrips at £3.90 each. Visual Publications, 197 Kensington High Street, London W8

These three filmstrips complete the ecology series of nine under the title *Only One Earth*. They are linked together under a general title "Use and abuse" as it is intended that they should be shown following the study of basic ecological principles and study of food and energy supplies via filmstrips 1 to 6.

One handbook is available, included in the price of the filmstrips, covering all three titles. It contains a print-out of the commentary available optionally in cassette form at £2.50 per title, plus additional background information broadly related to the theme of each title, from publicising suitable ranging from the teacher to books suitable for pupil use.

The visual content is presented in double frame format. The colour frames are clearly printed and include some diagrams and illustrations. The three filmstrips follow the same format, showing use, abuse and potential resolution of abuse. They are held together by the commentary/written narratives which expound on the three ideas. The filmstrips are descriptive and illustrative of the points being made by the script and allow



Pictures of pollution. From part eight of "Only one earth"

specific instances of, for example, atmospheric conditions material and man-made, the impact of atmospheric pollution and means of control.

The implied mode of presentation by the teacher, certainly using the cassette, is one which involves the pupils in passive viewing and listening. The filmstrips are visual and audio-visual, requiring question answering and problem solving using the visual material. This would seem appropriate. This is especially so since, assuming use of the cassette, the teacher would be able to question and answer on the spot.

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Upon the Swansea river

by Victoria Neumark

Playground Songs
Agenda Records, Farnes
From Tillydrone Primary School,
Formartine Road, Aberdeen
£3.50, plus 20p postage.

"Way down upon the Swansea river", "I lost my love", "Fishes in the water, nine, ten, three", "Charlie Chaplin married my sister", "Come on the corroboree", "Swansea River", "Find their way into this collection and come on addy changed, like reality in the looking-glass. The looking-glass of children's eyes is still just as bright above a hounding ball as ever it was, as the (not entirely muffled) background shrieks at a Playground Songs confirm.

Two new slide sets from Space Frontiers Ltd deal with geology and planetary exploration. Geology from Space shows some aspects of the Earth's structure, such as drifts, continents, earthquakes, volcanoes and the plate tectonics theory, which sees the Earth's crust as being fragmented into rigid slabs.

Missions to the Planets, which includes pictures from famous explorations such as those made by Voyager 1, when it was first that volcanic activity was not confined to Earth. Each set contains 12 slides, costs £4 including postage, and is available from Space Frontiers Ltd, 30 Fifth Avenue, Hounslow, Middlesex.

well-disciplined: the voices which pipe out the introductions to each rhyme have been schooled to an inch in diction and the proper place to pause when you read aloud. As always, children's rhymes are a marvellous reflection of the way our parents live. Drunken fathers, sleeping mothers, sisters, running off with film stars (well, nearly), intent on the game. Times better known under other guises, as "Swansea River" find their way into this collection and come on addy changed, like reality in the looking-glass. The looking-glass of children's eyes is still just as bright above a hounding ball as ever it was, as the (not entirely muffled) background shrieks at a Playground Songs confirm.

Village life will be thoroughly explored in a television series and information kit produced by the National Extension College with Westward Television in an attempt to turn concern about one's village into communal action. The programme is called Village Action.

Topics include education, transport, housing, employment, strategy, explains local politics and how to influence them. At present only the "Rural Adult Education Workshop Report" is available. It has 33 pages and costs £1.20 including postage. Information and Publications from the National Extension College, 13 Brooklands Avenue, Cambridge.

To see or not to see?

Alison Bogenol

Inviting children to spend a day at a museum on their own seems a good way to encourage them to see pictures and exhibits as more than curiosities to peer at for a moment. At the National Portrait Gallery this year an Elizabethan portrait of an unusual kind was used as the starting point for a wide variety of activities.

The gallery's education department decided to present an Elizabethan Masque based on the portrait of Sir Henry Unton. The project took place on three successive days with a different group of nine to 15-year-olds each day, though some children did return for a second and even third helping.

In this portrait, Sir Henry Unton is shown seated in the centre of the picture and all around him, rather like a strip cartoon, are little scenes from his life: his birth and education, his travels abroad as Queen Elizabeth's ambassador, his death in France and his elaborate funeral procession and marble tomb.

The painter's technique may be naive but he has a passion for detail: one can discover a great deal about contemporary clothes, furniture, table-manners, and entertainments, for example, with the aid of a magnifying glass or a slide projector.

Too much looking at slides on an occasion like this can build up the action into a story for children. But to encourage children to look at the painting closely is the heart of the matter, and with the right kind of expert commentary, slides go down well.

The afternoon began with some slides of the Unton picture, concentrating on the scene showing Sir Henry with his wife, family and friends seated at table after a banquet and about to be entertained by masked dancers. Music is provided by a small band of players



with viola, cittern, lute, violin and flute.

The costumes and the red masks of the dancers, and even their shoes, can be clearly seen. They represent Mercury, with his winged hat, and Diana, with her crescent moon head-dress holding a bow and arrows, followed by her attendant maidens interspersed with small cupids and devils bearing torches.

The procession is headed by the dancer, who has a sword and a shield, and is followed by Lady Unton, dressed in the masque and a posy of flowers.

Having looked at the slides, the children spent the afternoon in the gallery, guided by the staff of the gallery, who were dressed in Elizabethan costumes. The children were then taken to the gallery's library, where they were given a tour of the gallery's collection of books and documents.

recorders were a safe bet, and one day there were recorders only. On the other days, there were violins, a cello, a trumpet, clarinets, flutes and an oboe player.

The music for the most part was Elizabethan, but some of the dances were more modern, and the children were encouraged to dance to the music. The dances were easy enough to learn, and the children were given a lot of practice.

The gallery has a large children's studio which was ideal for craft. The children were given a lot of practice in making their own costumes and masks, and in painting their own slides. The children were also given a lot of practice in making their own slides.

I do know" accompanied by three violins and later there is a scene in the Unton picture of a consort some being performed by a boy and three viol players, and the adult players provided music from the countries Sir Henry had visited on his travels. played an appropriate remembrance instrument.

Parents were not supposed to be present, due to lack of space, but some of the children's parents were present, and the children were given a lot of practice in making their own costumes and masks, and in painting their own slides.

musicians and their instruments in other scenes, and look at the things as riffs with a knowledgeable eye?

I suspect that most of those who came will grow up to enjoy pictures anyway, being alert, aware, and very receptive children. Perhaps the attention added another dimension to their pleasure?

It certainly confirmed my belief that, as a parent, the most important thing one can give a child is confidence. It is fairly daunting to come to an unfamiliar place, work alongside unfamiliar children, and be judged and directed by unfamiliar adults. The children who took this in their stride and worked away with zest and adaptability seemed to me to be well equipped for getting the most out of life whatever their level of academic attainment.

Alison Bogenol was organizer of this event at the National Gallery.

media

Presentation exercises

by Bernard Denvir

There are those foolish and idealistic enough to believe that just as radio has revolutionized our appreciation of music, and vestly extended its audience, so its ocular equivalent, television, should have done the same for the visual arts. But this has not been the case.

There have been occasional exceptions, Kenneth Clark's *Civilization*, being the most remarkable. But there is no consistent use of television to fill the screen during lectures. For instance, on the weather, forecasts (which photographs by local camera clubs are used). There are no regular reviews of current exhibitions, which are only mentioned if they are "newsworthy". There is no regular slot for the visual arts, which generally only get mentioned in the "culture" magazine type programmes. The eye is not exposed to aesthetic experiences on television in the same way that the ear is on radio.

There are, it is true, many reasons why this should be so. The quality of reproduction is not the same. A broadcast picture is closer to the original work than is a reproduction of a painting on the screen—the scale is not the same, colour values are distorted. No really serious art lover would devote his time to watching the graphic arts.

Buildings, and even sculptures, present many facets and difficulties. But a painting on a drawing is confined to one perspective. There are clearly only two ways of dealing with it on television. Either you put a commentator in front of a picture, as it hangs on a gallery wall, and he does his bit while the camera picks up occasional details; or, alternately, you treat the picture as an object for a visual presentation exercise, siting it around, imposing lines to accept the composition, accentuating colours, effecting multiple transitions, to the background of disembodied voice and suitably evocative passages from Mahler or Shostakovich.

Bill Moulton and Kenneth Gordon, the producers of *One Hundred Great Paintings* (BBC2), a series devised by Edwin Mullins, (an art

critic who has always shown a great flair for the use of television in the exercise of his craft) have chosen the former technique. The series looks like being one of the most important attempts yet made to give painting a fair deal on the small screen. Each programme lasts 10 minutes, and the first 20 were shown between June 16 and July 11. Another batch of 20 will start some time in November.

The overall plan is thematic, rather than chronological or stylistic, each cluster of five transmissions dealing with a theme. Those which have so far gone out, have covered the magic of light, cities, hunting and tools. Subsequent programmes will deal with war, outdoor life, bathing, education (including *The Birth of Venus* by Botticelli), pain, the elements, grief, love, processions, music, death, gardens, self-portraits, farming and the nude.

There is something more than a little archaic in the implications of the series title; it is reminiscent of *A Thousand Great Poems*, *The Best English Letters* or similar publications which sought to do for the arts what Samuel Smiles had done for commerce, and it is not always easy to understand what criteria operated. Greater emphasis on the personal choice of the commentators would have given a less dictatorial air and removed the suggestion of our being exposed to an Emily Post of culture. The range of artists is catholic enough, though the emphasis is generally on the past, with 50 of the artists coming from periods before the nineteenth century, and only 15 belonging to the twentieth. One work is Japanese, one Indian.



Detail from "The Birth of Venus"

effective rather than inspiring, but when he came to deal with Bruegel's *Hunters in the Snow*, to which he clearly had a closer rapport, he was much more infectious. Edwin Mullins himself is excellent: his approach enthusiastic, his language unaffected, though his gestures are irritatingly repetitive. In many ways, the best performance has come from comparative purveyors—Hockney on Van Gogh's *Self-Portrait*, and George Molloy on Magritte's *The Empire of Light*. It is indeed a pity that the series relies so heavily on the man-darings of the art world instead of making more frequent use of artists and critics less professionally concerned with the art appreciation industry.

Basically, the series is concerned more with self-improvement than with fostering that sense of pleasure which is the real goal of art. But having said that, it must be confessed that it fulfils this function with imaginative skill and admirable professionalism.

Courtroom drama

by Ian Patterson

CONTINUING EDUCATION
OU Course: Conflict in the Family
Juvenile Court, Parts 1 and 2
Part 1 Thursday, August 21, 7.30 am, BBC 1, repeat Saturday, August 23, 1.05 pm, BBC 2
Part 2 Thursday, September 11, 7.30 am, BBC 1, repeat Saturday, September 13, 1.05 pm, BBC 2.

Here is a courtroom drama with a difference, and a fascinating one. It is a series of two programmes, each showing the proceedings of a juvenile court as it hears an application from a local council to take a 12-year-old boy into care. But what is remarkable about them is that they are not fictional at all. Special dispensation was required from the Lord Chancellor before they could be made. Real magistrates sit in a court and hear the evidence from real policemen, a real social worker and so on.

A good idea, and a fascinating result. Even edited down from four-and-a-half hours to the two 25-minute programmes, they provide a riveting insight into the workings of a juvenile court. As the programmes are not merely a series of pre-conceptions to muddy the issue. When they are stereotypes they are their own stereotypes, so to speak. It forms part of the Open University's Continuing Education course, Conflict in the Family, which is designed for professional workers around the sort of argument which has taken place. Producer Vic Woodhead has taken advantage of the multi-media focus of an OU course to provide an interesting back-up materials, too. With the Juvenile Court episodes, students will receive notes, including a reprint, the whole of the social enquiry report which the bench calls for before reaching its final decision, and a cassette in which the magistrates discuss the issues that confronted them as they heard the case, and explain why they reached the conclusions they did. But even without these imaginative and useful resources the television unit is a valuable contribution to understanding how this sort of case works.

Blood tests

by John Barker

FILM
Blood: composition and function
16 mm. sound, colour film; running time 14.5 minutes.
A Coronet film available from: Gateway Educational Media, Westley Road, Yate, Bristol BS17 5RB, and on hire from: Gateway Film Hire Library, 15 Beacomfield Road, London NW10 2LE.

There have been, over the years, many films concerned with the blood and circulation. This film uses a variety of techniques, such as electron photomicroscopy and time-lapse photography, to develop the concepts.

At the start, a blood sample is collected from a vessel in the arm of a subject. A preparation for microscopy is made and examined. The three main types of cellular components—red and white blood cells and blood platelets—are described and illustrated. There is a particularly effective shot of blood flowing in a capillary, demonstrating the ability of the white blood cells to attach themselves to the capillary wall. An excellent sequence shows time-lapse photography showing the feeding, by phagocytosis, of white cells.

The importance of blood platelets for clotting is discussed, and the development of fibres in clotting is shown. A capillary in which a rabbit is punctured and a canula of the broken capillary is shown. The restoration of flow in the capillary. Bone marrow, the place where blood cells are formed, is shown. The functions and development of the lymphatic system and the relationship with the blood circulatory system is illustrated.

This is a valuable addition to the teaching materials available on this topic area. The content is very closely to the title and provides visual material not readily available elsewhere. It would be useful as introductory material to both biology and health education or secondary level.

Teachers as activists

Shelagh Borker
Simon Wheeler

We live in a largely rural village (population 4,500) in the East Midlands. In February 1978 British Gypsum applied to mine over 13 square miles of open-cast, and to build a plasterboard factory on a 70-acre site on the edge of our village.

The community was virtually unanimously opposed to a development of that size and nature, and an action group was formed by local residents in order to fight off the mine.

Both BBC and ITV local news programmes came to film a group of children, who lived in villages affected by the mine, singing the song. It made a good campaign song, though we had to remove the slanderous lines.

We ensured that we had written parental approval, which was not difficult with the "carrot" of a television appearance. The children were X-rated with our slogan on their shirts, and the school's design department.

By May 1979 we knew that there would be a public inquiry and that the action group could not afford professional representation for the inquiry. We were therefore first and foremost teachers, but we felt that some would jump at the chance of applying their academic and technical expertise to a practical and unusual problem.

We were right: the action group was surprisingly successful. The inquiry was held in a hall, and the teachers were there to help a local artist; a science teacher/geologist was recruited; we had a languages teacher to help translate relevant documents in our research; and we worked on publicity and newsletters using the duplicator and offset equipment in our schools. We could provide almost instant propaganda and information sheets for the whole of the village, and the long summer holiday in which

group only having to pay for the paper.

We also had access to the school hall, and could use our privileged position to hook rooms for meetings and fundraising events, without the annoyance of red tape.

One of the crucial points about running a campaign is the countering of snobish and defensive, and keeping up to date with public opinion. Being in contact with school children is a good way to do this—they are often only too willing to reiterate their parents' views.

We had pupils participating in a publicity event. One class had been working on parody in English. Quite unprompted, a boy rewrote the lyrics of the song, and the class sang it at the inquiry.

We were very of appearing to be involved in any political action, but that this was a "safe" issue, especially bearing in mind the amount of opposition to the plan, including opposition from Parish, Borough and County Councils. We decided that we could have a useful role in the action group.

The most immediately obvious thing we could offer was initial contact with about 150 specialists. Admittedly these people were first and foremost teachers, but we felt that some would jump at the chance of applying their academic and technical expertise to a practical and unusual problem.

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to prepare; second, the nature of our training and experience made us good researchers and advocates.

By the time the inquiry came we had assimilated a vast amount of information. We had thoroughly debated and argued out all the possible issues and imputed our strengths and weaknesses. Our greatest advantage was probably that we were used to communicating at various levels and were confident about speaking in public. We felt that we had no trouble in putting across the views of the village.

We knew that the crux of the application was the need for extra plasterboard. We were unable to prepare a coherent case on this issue, ourselves—even though we were aware that the company's case would be thin. We contacted a local university and found two sympathetic economists who produced some devastating evidence. The county had failed to do anything. In the event our evidence was vital.

We now know that we won, and that without us the case for the village and county would have been pretty weak.

Many authorities have put great emphasis on community education providing resources and even employing specialist staff for community work. This is not a bad thing, but it does provide a "cop out" for classroom teachers. They can evade responsibilities in the easy knowledge that those with community attached to their job title should do it all. Our experience leads us to believe that all teachers can, indeed should, endeavour to become actively involved in the locality in which they work.

If teaching staff can become involved in the community, then inevitably people will become more receptive to the opinions of teachers and more aware of the skills and commitment which are part and parcel of being a teacher. Not only that, there would be another forum for dialogue between teachers and the wider community.

Shelagh Borker teaches business studies; Simon Wheeler teaches English and drama.

Research with juniors

Morin Smith

Using original or facsimile documents in schools is not a new idea—after all, "Jackdaws" have been using it for centuries. However, local parish documents, those relating to the area immediately around the school, remain a seriously under-exploited resource. When we were planning a village study with 9 to 11-year-olds recently, it seemed sensible to use any local documents that could be of use.

Our first aim was the local archives office, which came up with, among many other things, a long list of parish registers and several descriptions of the village by nineteenth century visitors.

Another potential source of material was the Census Returns. Those for 1851, 1861 and 1871 are the most useful, giving details of names, ages, relationships, occupations and places of origin (1831 will not be available until next year). A letter to the Public Record Office (Chancery Lane, London WC2) produced an estimate for photocopying the appropriate sheets—about 30 per cent in our case.

A number of uses for the documents immediately sprang to mind. Taking a 20 year period in the mid-nineteenth century, the group could be asked to find out how the population of the village had changed, and the mean age at death.

They were shocked to discover that the mean life expectancy for a male baby was 22 and for a female 32; they were surprised to find that although, as they had expected, more people died in the winter months, there was also a summer peak. Having graphed their results and worked out reasonable explanations, all that they had discovered was written up in a short report.

Other children took as their starting point a grave in the churchyard. They made a rubbing of the head-

stone, and then used all the sources available to them to find out as much as they could about the occupant.

The census was used for a number of other "new" comparisons. In one instance, the average mean household size in 1871 with the same figure for 1980—6.0 and 4.5 respectively—and then went to account for what they had discovered. Another group studied population mobility.

A particularly fruitful source of work was the list of occupations. Austen was the origin of the stone used to rebuild the Houses of Parliament in the last century. Not surprisingly, the most common occupation was quarrying.

Nowadays, with only a few quarries still open, the emphasis, as the children found, has shifted to steel, ship and office work. They used travellers' descriptions of the village and successive editions of the OS 1:10,000 maps, in record of Anston's growth from a quarrying community to what now amounts to a small dormitory for Sheffield.

We encouraged the children to use pocket calculators whenever possible; indeed, much work was tackled which would have been impossible otherwise. They enabled 9 to 11-year-olds to work out mean averages for large sets of figures with a high level of accuracy in a reasonably short time.

In terms of cost-effectiveness the topic was very successful—the census photocopies were much, much cheaper than a set of junior school history textbooks, and the registers required only a morning of laborious transcription in the archives office.

I have talked mainly about parish registers and census returns; because these are, perhaps, the most universally available parish records. In such parish, however, is unique. Its records. It is this that ensures that every well planned and executed task based on these documents is a genuine piece of local history research.

Morin Smith is deputy head of Anston Hillcrest Junior School, South Anston, near Sheffield.

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ESSEX
HIGGINS HAVEN JUNIOR SCHOOL
Higgins Haven, London
Tel: 01-500 6145
Headmaster: Mr. J. H. Higgins
Applicants for September 1980, for 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th, 13th, 14th, 15th, 16th, 17th, 18th, 19th, 20th, 21st, 22nd, 23rd, 24th, 25th, 26th, 27th, 28th, 29th, 30th, 31st, 32nd, 33rd, 34th, 35th, 36th, 37th, 38th, 39th, 40th, 41st, 42nd, 43rd, 44th, 45th, 46th, 47th, 48th, 49th, 50th, 51st, 52nd, 53rd, 54th, 55th, 56th, 57th, 58th, 59th, 60th, 61st, 62nd, 63rd, 64th, 65th, 66th, 67th, 68th, 69th, 70th, 71st, 72nd, 73rd, 74th, 75th, 76th, 77th, 78th, 79th, 80th, 81st, 82nd, 83rd, 84th, 85th, 86th, 87th, 88th, 89th, 90th, 91st, 92nd, 93rd, 94th, 95th, 96th, 97th, 98th, 99th, 100th, 101st, 102nd, 103rd, 104th, 105th, 106th, 107th, 108th, 109th, 110th, 111th, 112th, 113th, 114th, 115th, 116th, 117th, 118th, 119th, 120th, 121st, 122nd, 123rd, 124th, 125th, 126th, 127th, 128th, 129th, 130th, 131st, 132nd, 133rd, 134th, 135th, 136th, 137th, 138th, 139th, 140th, 141st, 142nd, 143rd, 144th, 145th, 146th, 147th, 148th, 149th, 150th, 151st, 152nd, 153rd, 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Walsall Metropolitan Borough Council Education Department

Invites applications for the following vacancies that have arisen within its provision of courses for the unemployed under the Government's Training Opportunities Programme and Youth Opportunities Programme.

LECTURER

(F.E. Burnham I) In English as a Second Language—2 posts

LECTURER

(F.E. Burnham I) In basic numeracy—1 post

LECTURER

(F.E. Burnham I) In Life and Social Skills, literacy/numeracy—4 posts

TUTOR/ORGANISER

(F.E. Burnham II) English as a Second Language, Communication Skills—2 posts

PROGRAMME CO-ORDINATOR

(F.E. Burnham II)—1 post

Previous experience in working with unemployed adults and young people would be an advantage.

N.B. All posts are for one year only—1st September, 1980-31st August, 1981.

Further details and application forms available from the Director of Education, Civic Centre, Orwell Street, Walsall, West Midlands. Tel: Walsall 21244 Ext. 235. Applications to be returned within 10 days of the appearance of this advertisement.

Lecturers

Business Studies & Languages

As London's most recently founded business college, our clients are currently seeking several experienced or suitably qualified Lecturers to join them for the beginning of the academic year. Situated in North London, their professional team is responsible for teaching students the art of successful management, communications and finance.

Their present vacancies are for Lecturers in the following specialised areas:

BUSINESS MANAGEMENT: you will need to be qualified to degree level or equivalent, preferably with lecturing experience, and have the ability to teach one or more of the following subjects: Economics, Statistics/Marketing, Management/Accounting and Finance Management, Computer Science.

LANGUAGES: you will need to be suitably qualified to teach English to overseas students or 1 year courses in Russian, Spanish or German.

COMMERCE: an experienced Lecturer is required to teach all aspects of commerce involving a Secretarial Course (Pitmans Shortland) and office practices. Salaries of £7,000 are offered together with 12 weeks annual holiday and a non-contributory pension scheme.

Please contact Simon Linsford on 01-235 7880 Ext 216, 4/5 Grosvenor Place, London SW1X 7SS.

Applications are welcome from both men and women.

MINISTRY OF DEFENCE

BURNHAM LECTURER

GRADE 1

AT RAF LOCKING, WESTON-SUPER-MARE

Applications are invited from suitably qualified teachers to fill this post in January, 1981.

DUTIES: To teach ground electronic engineering subjects to RAF technician courses to TEC Certificate/Diploma level 3.

QUALIFICATIONS AND EXPERIENCE: Essential qualifications: HNC Electronics or equivalent. Desirable qualifications: Teaching qualification. Essential experience: Three years' teaching electronics or previous practical experience in electronics with at least two years teaching the subject. Desirable experience: A degree in electronics or equivalent. Desirable experience: A degree in electronics or equivalent. Desirable experience: A degree in electronics or equivalent.

SALARY: Salary will be in accordance with the scales of salaries for Teachers in Establishments for Further Education, England & Wales, i.e. £3,777-£6,498 p.a. according to qualifications and experience. A pensionable allowance is also paid for the slightly longer teaching year—currently £642-£1,105 p.a.

SUPERANNUATION: The appointment is superannuable under the Teachers' Scheme. The successful candidate will be granted established civil servant status.

Requests for application forms and further information should be made to the Ministry of Defence CM(S)4(L), Room 339, Lagoon House, Theobalds Road, London WC1X 8RY, quoting reference AW/1550. Closing date 5 September, 1980.

PREPARATORY continued

History

NEWT (F.E. Burnham I) In English as a Second Language—2 posts

LECTURER

(F.E. Burnham I) In basic numeracy—1 post

LECTURER

(F.E. Burnham I) In Life and Social Skills, literacy/numeracy—4 posts

TUTOR/ORGANISER

(F.E. Burnham II) English as a Second Language, Communication Skills—2 posts

PROGRAMME CO-ORDINATOR

(F.E. Burnham II)—1 post

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Colleges of Further Education

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EDUCATIONAL POSTS OVERSEAS

INSTRUCTOR IN ENGLISH LANGUAGE (SAUDI ARABIA)

Riyadh Bank Ltd, Jeddah.
Required for January 1981 or earlier.
Duties: In-service training in English Language of Saudi banking staff.
Qualifications: Candidates, single men only, between 23 and 50 years of age must have a one year TEFL qualification, 3 years overseas teaching experience and some experience in course design and materials preparation.
Salary: SR64,528-SR69,208 per annum (SR62,827,223 at current rate of exchange). No local taxation and salary freely convertible to sterling. Annual increment.
Benefits: Personal allowance (SR4,500 p.a.); Accommodation allowance (SR20,000 p.a.); Transport allowance (SR5,900 p.a.); Superannuation allowance (10 per cent of basic salary); also clothing, incidental travel, baggage and medical insurance allowances. One month passage-paid home leave and additional air ticket (or cash in lieu) for public holiday leave of 7-10 days. One year renewable contract with the British Council.

80 A 141

TEACHER OF ENGLISH (TURKEY)

Bayoglu Anadolu Lisesi (formerly English High School for Girls) Istanbul.
Post Tenable October 1980.
Duties: To teach English Language and Literature from beginners to 'A' level. Qualifications: Candidates must have degree in English, PGCE and at least one year's relevant experience.
Salary: Local salary and allowances. TL6,840 per month (approx. £2,232 p.a. net), plus Sterling subsidy £3,500 p.a. Benefits: Baggage allowance; 1 year contract, renewable.
Note: This contract is guaranteed by the Anadolu Lisesi Support Fund instead of the British Council. 89 B 80

TEACHER OF ENGLISH (PORTUGAL)

British Institute Centre, Santa Tirso.
Required from September 1980, as teacher of English as a Foreign Language.
Duties: To teach EFL for 24 hours per week at all levels from beginners to proficiency.
Qualifications: Candidates must have a degree and a minimum of four years experience. A TEFL qualification is desirable.
Salary: Approximately £4,248 p.a. payable in escudos.
Benefits: Baggage allowance; medical; two year contract. 89 D 55

THE BRITISH COUNCIL

SAUDI ARABIA

PITMANS urgently need TECHNICAL INSTRUCTORS for JEDDAH, SAUDI ARABIA

They will train local national students who have completed their English Language training, beginning with Basic Skills Training (elementary workshop practice, safety, basic electricity and elementary drawing) and continuing into electrical and/or electronics subjects, at artisan/technician level.
Qualifications: City and Guilds Level Technicians Certificate, or equivalent, and Further Education Teachers Certificate (C&G 7503) or Teacher Training Certificate; or have attended an Instructional Techniques Course. Practical experience of at least eight years in the electrical/electronics field is required, and at least two years of instructional experience. Would suit ex-Services Senior NCOs who have been instructors at Services Technical Training Establishments.
Appointments: Single status appointments, free furnished accommodation, 12-month contracts, excellent working conditions. Remuneration including gratuity, currently Saudi Riyals 75,400 (subject to review). To start immediately. Full details at interview.

Please write or telephone for application form to:
JC Foulkes OBE BA, Director
Pitmans External Training Services
31 Dragon Street, Peterfield
Hants GU31 4JL Tel 0730 61646

ASSISTANT DIRECTOR OF STUDIES (ADMINISTRATIVE) (ITALY)

The British Council Centre, Naples.
Tenable October 1980 or earlier.
Duties: The postholder will be responsible for student and course management, the housekeeping, marketing and client welfare for the Direct Teaching of English operation, the centre's social and cultural activities and will provide administrative assistance to the Cambridge Local Secretary.
Qualifications: Candidates should be single with a degree or equivalent qualification, administrative experience and a good working knowledge of spoken and written Italian.
Salary: £6,415-£8,295 p.a.
Benefits: Baggage and accommodation allowance; medical scheme; 43 working days leave annually; two year contract. 89 D 54

SIX TEACHERS OF ENGLISH (EGYPT)

The British Council Teaching Centre, Cairo.
Required for September 1980.
Duties: To teach EFL to elementary, intermediate and advanced level and to assist in the preparation of materials.
Qualifications: Candidates should be single although married teaching couples may apply, have a degree (preferably in English or Modern Languages) from a British University and have at least one year's full time TEFL experience. Candidates with a TEFL qualification are preferred.
Salary: £4,527-£4,988 p.a.
Benefits: Accommodation allowance; medical scheme; baggage allowance; 2 year contract, renewable. 89 D 45-50

THREE TEACHERS OF ENGLISH (BRAZIL)

Sociedade Brasileira da Cultura Inglesa, São Paulo.
Duties: To teach English as a Foreign Language for 24 hours per week at advanced level. Some administrative duties.
Qualifications: Degree (preferably English, Languages or Linguistics) and post-graduate qualification in TEFL, three years TEFL experience, preferably overseas.
Salary: Cr\$489,000-Cr\$600,000 p.a. (approximately £4,705-£5,882 p.a.).
Benefits: Baggage allowance; medical and dental expenses; employers' share of superannuation; 30 days annual leave; 2 year contract. 89 D 38-49

Return fares are paid. Local contracts are guaranteed by the British Council. Please write briefly stating qualifications and length of appropriate experience, quoting relevant reference number and title of post for further details and application form to The British Council (Appointments), 85 Savile Street, London W1V 2AA.

YOUTH AND COMMUNITY SERVICE continued

HAMPSHIRE
SOUTHAMPTON AREA
ADULT EDUCATION SERVICE
Applications for the post of Assistant Director of Studies (Administrative) should be sent to the Director of Studies, Adult Education Service, Southampton City Council, 100, High Street, Southampton SO9 4JL.

TRAFALGAR
Middlesex Council
Applications for the post of Assistant Director of Studies (Administrative) should be sent to the Director of Studies, Adult Education Service, Middlesex Council, 100, High Street, London W1V 2AA.

Overseas Appointments

NEW GUINEA
INTERNATIONAL HIGH SCHOOL
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TEACHER OF ENGLISH (TURKEY)

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Post Tenable October 1980.
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THE BRITISH COUNCIL

Institute of Quantity Surveyors

EDUCATION OFFICER

The Institute of Quantity Surveyors, an expanding professional institution with approximately 12,000 members, wishes to appoint an Education Officer. The successful applicant, as head of the department, will be responsible to the Director for implementing the Institute's policies over the whole educational field, including its Institute's own degree-level examinations, exemptions, training and experience requirements and mid-career education.

Applicants should have a degree or appropriate professional qualifications and some experience of educational administration and committee work. Salary by negotiation.

Applications should be sent to the Director, Institute of Quantity Surveyors, 99 Gloucester Place, London W1T 4AT in an envelope marked 'Education Officer'.

Careers Officer (Temporary)

£4,581-£5,784 p.a.
Applications are invited from qualified Careers Officers or from students who have recently completed training courses which lead to the Diploma in Careers Guidance for a temporary post as Careers Officer in Northampton. In the circumstances consideration will also be given to students completing appropriate courses in December, 1980.

The vacancy arises because of maternity leave granted to the present post holder. The initial appointment will be from 5th September, 1980 to 3rd January, 1981. Subject to satisfactory progress the successful applicant will be offered permanent employment as soon as a vacancy arises and in the event of the holder of the vacant post not exercising the right to return to work at the end of the maternity leave. The person appointed will undertake a full case-load of advisory work in schools. A casual users car allowance will be payable.

Application forms and further details available from The Personnel Officer, County Hall, George Row, Northampton. Tel. (0604) 34833 extn 5228, to be returned by 29th August, 1980.

Northamptonshire

CUMBRIA COUNTY COUNCIL

Invites applications from men and women for the following vacancies:-

Careers Officers

THREE POSTS

£4,581 to £5,139 (to £5,268-£5,784 after two years)

At Penrith, Ulverston and Whitehaven. Candidates should possess a degree, diploma in careers guidance or equivalent qualification and preferably have completed a course of professional training for the careers service.

Casual car user allowance paid according to County Council scales. Salary dependent upon age, experience and qualifications.

Applicants should indicate which post they wish to be considered for.

Further details and application form, returnable by 29 August, from Director of Education, 5 Portland Square, Carlisle.

Joinery Instructor

£3,597 to £3,828/Bar/£4,341 (substantially qualified) or £3,873 to £5,499 (exceptionally qualified) or £4,473 p.a. plus £995 (qualified teacher) plus £1,473 p.a. in respect of 'extraneous duties' which average 15 hours weekly.

This post is at Edmond Castle Community Home, near Wetheral, Carlisle, to run a training department for boys aged 14-18.

The person appointed will be responsible for Woodcraft, Joinery, maintenance within the home, and other project work.

Applicants should hold a teaching qualification or a recognized qualification in carpentry. An ability to understand and cope with difficult boys is essential. Accommodation available if required. Salary dependent upon qualifications.

Further details and application form, returnable by 29 August, from Director of Social Services, Galilee, The Plains, Wetheral, Carlisle.

Social Services

OVERSEAS Appointments continued

KUWAIT
Applications for the post of Assistant Director of Studies (Administrative) should be sent to the Director of Studies, Adult Education Service, Kuwait Council, 100, High Street, Kuwait.

FRANCE
Applications for the post of Assistant Director of Studies (Administrative) should be sent to the Director of Studies, Adult Education Service, French Council, 100, High Street, Paris.

Overseas Appointments

NEW GUINEA
INTERNATIONAL HIGH SCHOOL
Applications for the post of Assistant Director of Studies (Administrative) should be sent to the Director of Studies, International High School, 100, High Street, London W1V 2AA.

TEACHER OF ENGLISH (TURKEY)

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Post Tenable October 1980.
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Salary: Cr\$489,000-Cr\$600,000 p.a. (approximately £4,705-£5,882 p.a.).
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THE BRITISH COUNCIL

Administration

Local Education Authority

GLOUCESTERSHIRE
Applications for the post of Assistant Director of Studies (Administrative) should be sent to the Director of Studies, Adult Education Service, Gloucestershire Council, 100, High Street, Gloucester.

HERTFORDSHIRE
Applications for the post of Assistant Director of Studies (Administrative) should be sent to the Director of Studies, Adult Education Service, Hertfordshire Council, 100, High Street, Hertford.

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THE BRITISH COUNCIL

Miscellaneous

Part-time Regional Coach for the Hockey Association

We, the National Coaching Body of the Hockey Association, are seeking a part-time regional coach for the Hockey Association. The successful applicant will be responsible for the development of hockey in the region.

ENGLISH AS A FOREIGN LANGUAGE
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Duties: To teach English Language and Literature from beginners to 'A' level. Qualifications: Candidates must have degree in English, PGCE and at least one year's relevant experience.
Salary: Local salary and allowances. TL6,840 per month (approx. £2,232 p.a. net), plus Sterling subsidy £3,500 p.a. Benefits: Baggage allowance; 1 year contract, renewable.
Note: This contract is guaranteed by the Anadolu Lisesi Support Fund instead of the British Council. 89 B 80

THREE TEACHERS OF ENGLISH (BRAZIL)

Sociedade Brasileira da Cultura Inglesa, São Paulo.
Duties: To teach English as a Foreign Language for 24 hours per week at advanced level. Some administrative duties.
Qualifications: Degree (preferably English, Languages or Linguistics) and post-graduate qualification in TEFL, three years TEFL experience, preferably overseas.
Salary: Cr\$489,000-Cr\$600,000 p.a. (approximately £4,705-£5,882 p.a.).
Benefits: Baggage allowance; medical and dental expenses; employers' share of superannuation; 30 days annual leave; 2 year contract. 89 D 38-49

Return fares are paid. Local contracts are guaranteed by the British Council. Please write briefly stating qualifications and length of appropriate experience, quoting relevant reference number and title of post for further details and application form to The British Council (Appointments), 85 Savile Street, London W1V 2AA.

THE BRITISH COUNCIL

Miscellaneous

Part-time Regional Coach for the Hockey Association

We, the National Coaching Body of the Hockey Association, are seeking a part-time regional coach for the Hockey Association. The successful applicant will be responsible for the development of hockey in the region.

ENGLISH AS A FOREIGN LANGUAGE
Applications for the post of Assistant Director of Studies (Administrative) should be sent to the Director of Studies, Adult Education Service, English Council, 100, High Street, London.

Overseas Appointments

NEW GUINEA
INTERNATIONAL HIGH SCHOOL
Applications for the post of Assistant Director of Studies (Administrative) should be sent to the Director of Studies, International High School, 100, High Street, London W1V 2AA.

TEACHER OF ENGLISH (TURKEY)

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Post Tenable October 1980.
Duties: To teach English Language and Literature from beginners to 'A' level. Qualifications: Candidates must have degree in English, PGCE and at least one year's relevant experience.
Salary: Local salary and allowances. TL6,840 per month (approx. £2,232 p.a. net), plus Sterling subsidy £3,500 p.a. Benefits: Baggage allowance; 1 year contract, renewable.
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